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EDITORS:

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Giving Them Credit.

Elaborate schemes for crediting pupils in various schools are constantly before us. The scientist wants a boy to do laboratory work and sets him down as an ignoramus if he can not do the things which the scientist does and if he does not know the things the scientist knows. The teacher of Greek and Latin wants the pupil to study Greek and Latin and if he

does not know the inflections, the quantities, the accents, the vocabularies, the syntax of these tongues, he is set down by the pedagogue as an uneducated, uncultured person, unfit to enter his school or to be credited with any knowledge that is worth possessing. And so it goes through all the branches and fields of human knowledge. We are so apt to magnify that which we know and that which we have, and to minimize other forms of culture and other knowledges and other kinds of power.

A girl who has spent hours a day for years in the hardest study of the piano finds that the high school authorities and the college authorities are altogether unwilling to give her credit for having done anything toward her own education on this score. The boy who has spent a large amount of time in mechanical drawing and the study of allied subjects, finds on knocking at the door of the college—unless he be fortunate enough to knock at the door of Leland Stanford—that he receives no credit for what he has done and what he knows. So it is with the young man who comes from the shop or the farm, having behind him a rich experience and a vast amount of most real knowledge—coming with ambition, with the power of mental concentration and with an earnest desire to become one of the capable members of society. But the school asks him to define a parallelopipedon, to classify a fern, to inflect a Latin verb, and refuses to credit him for all he has learned and done during the years of study and toil.

This is all wrong. Schools of every grade should understand that the end of education is manhood, character, power,

Every school of every grade should, so far as possible, provide for initial courses, for beginning subjects, and ask of the candidates who knock for admission necessary maturity, a right mental attitude, and intellectual power, rather than specific knowledge of any brand.

On page 209 of "Education and the Larger Life," C. Hanford Henderson gives us this bit of fine sarcasm:

"When these children of good fortune [who have been originally educated] come at fifteen years of age to the door of the high school, they find it closed. They are not wanted. They do not know parsing and grammar and spelling and arithmetic and political geography and physical geography and history and civil government and physiology. They are simply strong and well, clear-eyed and accomplished, inquisitive and earnest, full of power and promise."

Brethren, these things ought not so to be.

Printed Courses of Study.

An interesting study in the mechanics of school work is presented in the course of study and the manuals, outlines, syllabi, etc., designed to explain, reinforce or supplement the course. The different ways in which these manuals come into existence and afterward grow determine in large measure what they are and what value they have.

Of state manuals there are three general types. Where there is state uniformity of text-books, the manual may properly designate work by lessons or pages of the adopted books. The Oregon manual is a good example of this type; it is brief, a 45-page pamphlet, clear in statement, does not over emphasize any branch at the expense of others, and for the teacher using the list of books prescribed in that state is a highly creditable handbook.

Some years ago a committee was appointed by the State Teachers' Association

of Illinois to prepare a course of study for the common schools of that state. This committee produced an exceptionally sane and well-balanced manual; so well did they do their work that "The Illinois Course" has become widely known and used far beyond the state in which it was originated, many counties in other states having adopted it. This is because it is constructed on correct pedagogical principles both as to treatment of subjects and adjustment of work to the age of the pupils and the time which can be devoted to each subject. Its intrinsic worth is evidenced by the fact that without any statutory "Thou shalt," or administrative forcing it has been widely recognized and adopted on its merits.

A third type is that in which the different branches are "written up" by as many different persons, each bent upon exalting and magnifying his special hobby; this kind is usually subject to changes wide and radical in any one or all of the subjects whenever a change of state administration occurs. A strikingly typical example of a manual developed in this way is the one issued by the state department of education in Wisconsin. It is a book of 153 pages. Beginning with a copy of the essay which Mr. Harvey read at the Los Angeles meeting of the N. E. A., there follow seven pages designed to tell what the Manual is and how to study it, and then the outline of matter and method in the various branches of the course. To the four principal branches there is assigned a curiously disproportionate amount of space, viz: reading 14 pages, language 11 pages, arithmetic 23 pages, all in coarse print, primer or bourgeois type. Thus far there seems to be a fairly good proportion maintained. But to the fourth, geography, are devoted 39 pages of fine type, brevier and nonpareil. Compared as to amount of printed matter the space given to *all the first three combined* is to that given to geography as 17 is to 22.

A person who should have one arm developed so enormously as to exceed in size all the rest of his body would be called a monstrosity; but were it strong and well proportioned we might admire the arm simply as an arm. This arm of the course of study will not thus command admiration, for it is neither strong nor symmetrical. It exhibits an inordinate disposition to strain after the form of the "lesson plan." This evidence of discipleship on the part of the author is rather amusing and will do no great harm, for very few teachers will take it seriously.

If any teacher shall ever wade through the thirteen pages devoted to the primary and middle forms and then reflect that the children for whom the work is intended are from five to eleven years old, some incongruities will be apparent. An analysis of the outline as a whole would exceed the limits of this writing and would interest only local readers, hence must be left for some other occasion. The following may possibly be typographical errors:

State the effects of the earth's rotation on its axis.

It would be interesting to know what effect on the axis rotation does produce, also how it could rotate in any other way than on its axis.

In a "lesson plan" on page 85 these are some of the things under "What must be done":

The surface and drainage.

Population and character of the people of the United States.

Climate of the United States.

No hint is given as to how the child can "do" the surface and drainage; to "do" the population would seem a difficult task for a child. On the same page, winds blow "in a contra-clockwise whirl." This will surely enlarge if it does not enrich the child's vocabulary.

Two pages later we learn under "What must be known or done":

In summer Southern California is in the region of horse latitudes.

Is California a sort of floater, changing its latitude at different seasons? Or do

the "horse latitudes" gallop around from place to place? Presumably when the children of Wisconsin get on to the horse latitudes they will all take a ride on a royal road to learning.

A state course of study with a manual showing the teachers how to follow it ought to be a matter of serious import; and there is no good reason why it should not present a fairly symmetrical body of knowledge of reasonable amount, judiciously selected and sanely apportioned to the various grades as determined by the child's progress towards maturity. To ask that those who are entrusted with the duty of preparing a state manual should make it and keep it so is not an unreasonable demand.

The Speaker's Voice.

There is some complaint that several speakers at Minneapolis failed to make themselves heard; that is neither new nor strange. There is not one man or woman in ten who has a voice sufficient to fill a room as large as that in which the general meetings were held.

The same is true at the meetings of our state associations. The speakers do not seem to realize that there is any special exertion necessary in order to make themselves heard even by those who sit in the center of the hall. In some cases women are debarred because they cannot be heard and men are put on in their places; and the men make a worse botch of it than the women. One of the worst failures we ever knew was made by a man who is in public life; he had an immense audience, attracted by his reputation, citizens as well as teachers, which ought to have inspired any man. He could not make himself heard twenty feet from the platform, and the fact did not seem to worry him in the least. He took his \$150 for an hour's talk and walked off.

There are three points for a program committee to consider in assigning places.

First, has this person anything to say that is worth hearing? Second, can he say it in English? Third, can he read or deliver his paper so as to make an impression upon his hearers? We have sometimes thought that our associations would do well to imitate political conventions and appoint a reading clerk whose duty it should be to read the papers of all persons who have had no training in elocution.

An Old Book Which Still Lives.*

In a historic sketch published last month mention was made of the enormous editions of Webster's Elementary Spelling Book which were published down to 1890, when it was bought by the American Book Company. Many gray haired men and women to-day have a pleasant remembrance of that old favorite which became virtually a sort of common school classic. What a delight it was to the youngster of forty years ago when he got his first copy—a "brand-new" book all of his own,—with a dark blue cover relieved a trifle by a strip of bright red half an inch wide running down the bound edge. The frontispiece presented a full page picture of the hill of science crowned by the temple of fame, and a solemn faced female pointing to the temple and directing the attention of a scantily clad boy to the rugged slope which he must climb to reach it.

Then came the alphabet followed by many lessons made up of "words and syllables of two letters," on which the learner usually performed orally thus: "b-a, ba; c-a, ca; d-a, da; f-a, fa; g-a, ga," etc., and b-a, ba; b-i, bi; b-o, bo; b-u, bu, etc. Then came words of one syllable through many lessons, and when the pupil reached "words of two syllables accented on the first," a distant sense of his importance came to him, for two of the best spellers would "choose up" on Friday afternoon for a match, to see which

side could "spell down" the other, and those who had progressed as far as "baker, lady, shady," etc., might hope to be chosen not the very last, and so have the honor of standing farther up the line toward the champions who always commanded the profoundest respect.

"Amity, jollity, nullity, polity," was another milestone that marked progress. The "words of three syllables accented on the first" began on a left-hand page and the three lines were about two-thirds of a page in length. This was a favorite place for the teacher to have the "big class" begin the term's work. (There were always a "big" and a "little" class, and these terms referred not to the numerical strength of the divisions but to the size of the pupils.)

Scattered through the book were occasional reading lessons composed of isolated sentences containing some of the unusual words of the spelling lessons; but the reading lessons in the back of the book with their quaint illustrations, each lesson designed to point some moral were of greatest interest. There were the foolish milkmaid whose vain thoughts caused her to step too high and spill the milk, and the farmer throwing grass, clods and then stones at the boy who was stealing his apples.

The recollection of this old book which the writer has not seen for nearly forty years raises the query whether text-books now in use will leave on the children who use them an impression as lasting or any more wholesome than did the "Elementary"; and if used according to modern methods of teaching spelling would not that same old "blue-back" be found as satisfactory as some of the more pretentious, up-to-date books. It may surprise some who have looked upon the Elementary Spelling Book as merely an ancient relic of a former generation to be told that the sales for the past decade have run and

*People under thirty-five should not read this.

still continue about a quarter of a million copies per year.

President Butler's Problem.

One of the most interesting papers at Minneapolis was that read by President Butler of Columbia University. He states his first problem thus: "My observation and reflection have convinced me that we take too long to do too little." Then he argues, with that as his premise, that we ought to continue to do little but take less time in which to do it. In other words, his proposed remedy looks to shortening the course so as to gain time, rather than to increasing the efficiency of the school, allowing time to remain as it is now, making it in fact a constant factor.

That there is a waste in every grade of school is unquestionably true. The remedies suggested are in many cases worse than the disease as in the paper before us. The trouble is that President Butler like other college men argues from the standpoint of a college president. With him the question is how to get the pupil into college at the earliest possible date. In order to do this he would shorten all the work which precedes the college course. He ignores the fact that only a very small percentage of pupils in the common schools reach the high school or finish the work in the grammar room.

The real problem concerns these pupils, whose school education must be accomplished in less than four years. Dr. Butler puts it well when he admits that the average annual attendance of the pupils actually enrolled in the public schools is but ninety-nine days. Of course if that is the average, the actual attendance of many of them must be less than that.

The logical remedy would seem to be, not to reduce the thousand days to eight hundred, but to give better and more thorough instruction so that the child at the end of the grammar grade may be better fitted for life.

We differ from Dr. Butler in that we

believe there is more waste in primary and grammar grades than in the upper elementary grades, by which term he designates the high school. In the primary rooms we find to-day many teachers who have had special training for their work. Above these grades, including the eighth and ninth years, the teachers usually employed have neither the training nor the education which they ought to have. After that, in the high school, we have in use the remedies which Dr. Butler seems to think desirable, the introduction of special or department teachers. Consequently we find in these secondary schools the best work, and obtain the best results.

No one can find any fault with what Dr. Butler says regarding the over-exaggeration of methods. The educational world is method mad; a madness induced by the emphasis placed upon methods by instructors in normal schools, and institutes, and by writers in educational journals. And along with this method craze there goes in nearly every case a useless devotion to details. The point of contention is how to amend the grammar course and give it greater utility, so that pupils will not leave school because they are not getting value received for their time. To say that the schools ought to do in seven years, what they now do in eight, in order that the pupil may enter the high school or college a year younger does not solve the problem. H. S.

Many school boards have established the regulation that no married woman can find employment in the schools. One board in Massachusetts has adopted the rule that no unmarried man shall be elected principal or superintendent. There is an element of good sense in both these rules. In general it is wise to discriminate as a matter of administrative policy against the employment of married women as teachers and single men as superintendents. But it is seldom wise to adopt a fixed and invariable rule in such matters.

The Institute.

S. Y. GILLAN, CONDUCTOR.

Review Exercises in Elementary Grammar.

J. N. PATRICK, A. M., ST. LOUIS, MO.

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EXERCISE VIII.

VERB-PHRASES.

A *verb-phrase* is a phrase that does the work of a verb.

VERB-PHRASES.

EXAMPLES. 1. *I am studying.* 2. *I do work.* 3. *He may go.* 4. *If you would help me, I would be obliged.* 5. *I have sent for him.* 6. *The boy has been rewarded.*

An examination of the foregoing illustrative verb-phrases shows that a verb-phrase is composed of a principal verb and an auxiliary verb or a verb used as an auxiliary.

NOTE. It is very important that the pupil should acquire clear ideas of the structure and work done by verb-phrases. He should be required to use them in original sentences, also, to point out and name the parts of which each phrase is composed. Recitation without ample illustration and application by the pupil is a school-room farce. A pupil may perfectly recite the text of his lesson, yet not know the lesson. In some schools pupils learn much they never know. The method of the author and of the teacher should compel the pupil to be more than a passive receiver of instruction; it should compel him to be an active doer. Mere learning is not culture; it is only the crude material which the mind uses in acquiring culture. Learning is more than a gift; culture is the product of the self-activity of the mind.

Verb-phrases may be divided into four principal classes—progressive verb-phrases, emphatic verb-phrases, potential verb-phrases, and conditional verb-phrases.

A *progressive verb-phrase* is one composed of an incomplete participle and a tense of the auxiliary *be*.

EXAMPLES. 1. *I am working.* 2. *I am thinking.* 3. *We are copying.*

An *emphatic verb-phrase* is one composed of the present or the past tense of the auxiliary *do* and the root infinitive of a principal verb.

EXAMPLES. 1. *I do work.* 2. *I did work.*

A *potential verb-phrase* is one composed of one of the auxiliaries *may*, *can*, *must*, *might*, *could*, *would*, or *should*, and the root infinitive of a principal verb.

EXAMPLES. 1. *He may go.* 2. *She can go.* 3. *John must walk.* 4. *Mary could go.*

A *conditional verb-phrase* is one used in making a conditional statement.

1. *If he should send for me, I would go.*

2. *If you would help me, I should be obliged.*

NOTE. *Must*, *should* and *ought* are used in obligative phrases. That is, in phrases that are used to express obligation or necessity.

An *active verb-phrase* is one in which the subject is the actor.

EXAMPLES. 1. *John has solved the problem.* 2. *The servant has completed the task.*

A *passive verb-phrase* is one in which the subject is the receiver of the action.

EXAMPLES. 1. *John has been punished.* 2. *The lamp was lighted by the servant.*

SENTENCE-MAKING.

(1) Define: 1, a verb; 2, a verb-phrase.
(2) How many kinds of verb-phrases are there?

(3) What is a progressive verb-phrase? In each of three sentences, use a progressive verb-phrase and point out its parts.

(4) What is an emphatic verb-phrase? In each of three sentences, use an emphatic verb-phrase and point out its parts.

(5) What is a potential verb-phrase? In each of seven sentences, use a potential verb-phrase and point out its parts.

(6) What is a conditional verb-phrase? In each of three sentences, use a conditional verb-phrase, and tell why it is a conditional phrase.

(7) What is an active verb-phrase? In each of three sentences, use an active verb-phrase and tell why it is called active.

(8) What is a passive verb-phrase? Why is it called passive? In each of three sentences use a passive verb-phrase.

(9) Show that a verb-phrase in the passive voice is the equivalent of a copula verb and its complement.

EXERCISE IX.

ADVERBS.

An adverb is a word used to modify the meaning of a verb, an adjective, or an adverb.

Adverbs may be divided into four general classes—adverbs of place, of time, of cause, of manner.

Adverbs of place answer the questions *where*, *whither*, *whence*.

Adverbs of time answer the questions *when*, *how long*, *how often*.

Adverbs of cause answer the questions *why*, *wherefore*, *then*.

Adverbs of manner and degree answer the questions *how*, *how much*.

The adverb, like the adjective, often un-

dergoes a change of form to express *comparison*; as,

Brightly, more brightly, most brightly; soon, sooner, soonest.

The largest class of adverbs is derived from adjectives by adding the suffix *ly*; as,

Truly, clearly, hastily, wholly, splendidly, smoothly.

Many phrases have the value of single adverbs and should be treated as such; as,

By stealth, of yore, at random, at all, at once, at least, in like manner, in part, in short, in vain, in general, as yet, by far, of old, of late, ere long, from far, on high, for good.

The adverb *so* is often used as a substitute for some preceding word or group of words; as,

He is *in good health* and is likely to remain *so*.

Some adverbs limit no particular word or words in the sentence; they are used independently; as,

Why, you told me so yourself.

Well, I will let you know if I decide to go.

A *conjunctive adverb* may introduce a *noun-clause*, an *adjective-clause*, or an *adverb-clause*; as,

Please tell me why you are late.

I saw the field where the battle was fought. It happened when I was a very small boy.

Some adverbs throw their force upon statements, thus showing how the thought is conceived; as, *Certainly I believe you. Perhaps it is true. Undoubtedly he will pay the note. Possibly it is true. Such adverbs are called adverbs of modality. Yes, no, not are classed as adverbs of modality.*

Improve each of the following sentences and state clearly and concisely why you made the change or changes.

- (1) Speak slow and distinct.
- (2) You have behaved very bad.
- (3) This pen does not write good.
- (4) At this place, the mountains are extraordinary high and remarkable steep.
- (5) He lived an extreme hard life.
- (6) An abominable ugly little woman officiated at the table.
- (7) The fox is an exceeding artful animal.
- (8) He is doing fine.
- (9) People say he is independent rich.
- (10) You have been wrong informed on the subject.

(11) She dressed suitable to her station and means.

(12) Agreeable to the present arrangement, I shall have to recite my Greek during the first hour.

(13) The insolent proud soon acquire enemies.

(14) You did the work as good as I could expect.

(15) The man was so bruised that he scarce knew himself.

(16) As like as not, you love yourself.

(17) I can easier raise a crop of hemp than a crop of tobacco.

(18) Abstract principles are easiest learned when they are clearest illustrated.

(19) A wicked man is not happy, though he be never so hardened in conscience.

(20) Snow seldom or ever falls in the southern part of Texas.

There is often used as an expletive—a word used to fill a vacancy—to introduce a sentence when the verb *to be* denotes existence; as,

There were giants in those days. *There* comes a time when we must die.

Only. This word is more frequently misplaced than any other word in our language. It should be placed immediately before the word or words you mean to modify.

NOTES. The quality of an object is described by using an adjective; the manner of an action, by using an adverb. In each of the following sentences cross out the improper word and read the corrected sentence. 1. She walks (rapid) (rapidly). 2. The river runs (rapid) (rapidly) at that point. 3. She was requested to walk (slow) (slowly). She appears (charming) (charmingly). 5. I punished him (well) (good). 6. In the spring the woods look (beautiful) (beautifully). 7. The velvet feels (smooth) (smoothly). 8. I feel (bad) (badly) to-day. 9. She looks (angry) (angrily). 10. She talks (loud) (loudly).

Do not place an adverb between the parts of an infinitive. Improve the following sentences: 1. Will you ask him to kindly notify me of the time for the arrival of the train? 2. I begged him to well consider the subject. 3. I wished to heartily co-operate. The only cure for faulty diction (slovenly English) is courageous thinking. The only cure for verbose and indefinite statements is courageous, reflective revision. "There is no excellence without great labor."

SENTENCE-MAKING.

(1) Orally use each of the principal adverbs denoting place in a sentence.

(2) Orally use three adverbs that denote time.

(3) Orally use three adverbs that denote cause.

(4) Orally use three adverbs that denote manner.

(5) Orally use an adverbial clause that denotes degree.

(6) Compare six adverbs, three of one syllable, three of two syllables.

- (7) Derive five adverbs from adjectives.
- (8) Show that some phrases have the value of single adverbs.
- (9) Show that a substantive clause and an adjective clause may be introduced by the same conjunctive adverb.
- (10) Show that a substantive clause, an adjective clause, and an adverbial clause may be introduced by the same word.
- (11) Show that some adverbs modify or throw their force upon entire statements.
- (12) Show that the modal adverbs *yes* and *no* stand for sentences.

Best Method of Teaching Spelling.

During the past three or four years many investigations upon the spelling problem have been made in the schools of the United States. The object of these investigations has been to see whether some new knowledge might not be gained that would render more specific guidance in the teaching of spelling.

Thousands of pupils have been tested with meaningless words of five to ten letters, as grypnaphisk, halemar, etc. These tests were made as follows:

(1). The word was slowly spelled for the pupil and he was then asked to reproduce it in writing. This is called the auditory test.

(2). The word was exposed, printed in large letters on a card, and the pupil asked to reproduce it in writing. This is called the visual test.

(3). The word was exposed printed as before, and the pupil named each letter, grouping the letters in syllables. He was then asked to reproduce it in writing. This is called the visual-auditory motor test.

In the tabulation of the returns, the averages resulting therefrom were as follows:

- (1). Auditory test, 44.8 per cent.
- (2). Visual test, 66.2 per cent.
- (3). Auditory-visual-motor test, 73.7 per cent.

This evidently leads to the conclusion that the best system of teaching spelling is that which employs the three forces stated above. We must employ ear, eye and the motor speech apparatus in teach-

ing the word, and avail ourselves of the factor of muscular resistance in continued practice in writing the words we wish to impress.

Spelling is largely a matter of association, and the eye, the ear, and the motor must be appealed to so as to produce the strongest combination of the sensory elements. Care, then, in the right kind of oral preparation, with considerable oral test before writing, training pupils to build up words by using small unities into which words can be divided, is a method of teaching spelling productive of the best all-around results.—Canadian Teacher.

In early number work the child necessarily thinks in things. He thinks 5 as 5 sticks. 3 plus 4 must become 3 tops and 4 tops before it is understood. In the earliest stage, the sticks and tops must be actually present. At another stage the picture will suffice, and at still a later period a line, a dot, a tap of the pencil, or a mere nod of the head may answer. Finally imagination comes in and he sees in his mind's eye the sticks and tops.

All these stages are necessary, but in every one of them the child is thinking in things. If this is continued beyond the proper limits the child is hampered, and his development is arrested.

The great function of the teacher is to transfer as early as possible the thinking of the child from thing to symbol. The great advance of mathematics and its wonderful influence upon civilization is due very largely to the substitution of symbol for thing.

Not much advance in mathematics is possible until the child is able to think $5 \times 6 = 30$, without the intervention of any concrete thing, either visible or imaginary.

All mathematical work that is worth while has as its goal the emancipation of the child from thinking in things. Mathematical freedom is found in symbols.—Exchange.

A New Aphorism Criticised.

"Education is not a preparation for life; it is life," is a proposition which few pedagogues have had the temerity to question—not because it contains a self-evident truth, but chiefly because it emanated from one of the "leaders" and was at once taken up as a sort of catch-word by a coterie of alleged reformers who always follow the "bell-wethers." But Editor Vaile of *Intelligence* challenges not only the value but also the truth of the proposition: he says:

This is an educational aphorism of the newest brand and as such is quoted often and unctuously, and sometimes, it is to be feared, by those and to those to whom it conveys no clear idea.

Indeed, why it is quoted at all, what value there is in it, is not very evident. Suppose as a bright paradox it is free from the hidden fallacy or half-truth which generally characterizes the paradox and that it is literally true. Of what practical value is it? What application of it can be made?

To be sure, education is life, in the broad sense of both terms, and life, the whole of life, is but one continued process of education. Nobody questions that. Like any other general truth, the perception of it, when growing strength and life's experiences bring it home to us, marks a stage in our spiritual development. As a formula interpreting life's discipline its acceptance records our philosophy of life. Beyond this, as furnishing a suggestion for guidance to the teacher in any way, or as justifying its iteration before teachers, its value is not apparent.

In fact when the proposition is looked at more narrowly and the term is limited to the meaning which it carries in the teacher's vocabulary and thought, the statement distinctly is not true. Limit the terms to the old meanings and the old conception is true: Education is a preparation for life.

The first part of Dr. Dewey's sentence in which this apothegm occurs indicates that he agrees with this explanation: "The school is society shaping itself." This is a very apt and terse way of saying: The school is society in an immature, plastic condition, and not in the

mature condition indicated by the term life as used in the clause, "In school we prepare for life."

It is futile to think of the old conception that school education is preparation for life as erroneous, or that the new phrase should take its place. If pupils can be induced to take a more serious view of school and its opportunities by impressing them with the thought that they are now in the getting-ready period and that life with its duties and responsibilities will soon be upon them, do not hesitate to use the thought. It is the substantial truth. If, as orator of the day, the delivery of the diplomas to a class of young people suggests to you to moralize on the thought that, now these graduates, their period of preparation being ended, are about to begin life in reality, on their own account, do not let your eloquence be dashed with the fear that your thought may be unsound. In your lofty flight do not let your impressive gesture be stayed by the sudden recollection that somewhere you have read that "education is not a preparation for living, it is life."

Both conceptions are true. The contradiction between the old thought and the new lies in using the terms in different senses. The new thought, new only in its phrasing, is a noble principle about which to organize our philosophy of living. But in the old thought there is a potency and a moral force which we can not afford to lose.

The aphorism in question has its chief value in the fact that it denies the old assumption that there is a wide and fundamental difference between the preparation for life's work and the work itself. Its observance as an educational maxim will tend to keep school work in closer touch with the present life development of the child, and to minimize the practice which seeks to load the child with what it is assumed he may need when grown, rather than to furnish him with that which as a growing child he now needs. It brings any proposed curriculum to the test *What will the mastery of this body of knowledge do for the child*, and not *What can the*

child when grown to maturity do with this knowledge.

By Whose Half-Bushel?

Once upon a time there was a teacher who taught word-recognition by the look and say method. At the end of a month her pupils had "functioned" or "focussed" or "pictured" forty words, so that they could read little sentences containing these words, and none others, with comparative ease and fluency. Next door was a teacher who taught word-recognition by the method that some people have called "phonic." At the end of a month the pupils did not know any words at sight, but there were two hundred words or more that they could discover readily. They could read short sentences containing these words or even words they had never seen before, but with apparent effort. Now it chanced that the former teacher visited the room of the latter, and after viewing the work remarked that she was surprised to find children at school a whole month and yet not able to recognize words at sight. "Where will they be in a year?" she asked. To which the other replied, "Just wait and see!" It chanced also that the second teacher visited the school of the former, and on seeing the work exclaimed, "What lack of power! These pupils are utterly helpless in the presence of a new word. They are trotting around in a little circle when they might be browsing in the wide meadows. Where do you expect them to be at the end of the year?" To which the other replied, "Come and see!" So at the end of the year they again compared progress, and lo! the pupils who were taught by phonic had added skill to power and were apparently though not actually reading at sight. And they could read from any junior text. The pupils of the other room had of necessity devised a system of phonics which had supplemented or rather superseded the method of memory, and they too were reading intelligently from

the same texts. The moral of which is that some people in going from A to B put the right foot before the left, and others put the left before the right, but that all get there, and if on the one hand it is bad to use crutches at first it is equally bad to be carried. This fable also teaches that if you cannot measure out apples with a yard-stick, you cannot measure out cloth by the bushel. Each commodity has its necessary unit of measurement.—Ed. Journal of West Canada.

Easy Lessons in Science.

PROF. C. P. SINNOTT, STATE NORMAL SCHOOL, BRIDGEWATER, MASS.

GRAVITY.

III. *Familiar applications of the effects of gravity.*

(1) *Upon liquids.* Bend a glass tube into the shape of the letter U [Fig. 25]. Pour in water and observe that the level is the same in the two arms in the vari-

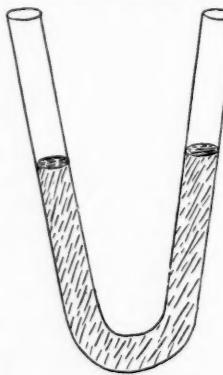


Fig. 25.

ous positions in which the tube may be held. Pour water into a coffee pot and notice that the water in the spout and pot stands at the same level. Numerous other instances of the same fact may be seen in everyday life, thus showing that a liquid in connected vessels has the same level. The water in the water pipes of a city or village would rise as high as the reservoir from which the supply comes if the friction of the pipes could be reduced to zero. The water of a fountain would rise as high as its source if it were not for the resistance offered by the air. The spring and the artesian well are explained on the same principle.

The fact that a liquid transmits, in all directions, the pressure which it receives can be simply illustrated as follows: By means of a short piece of rubber tubing connect the stem of an ordinary clay pipe with a piece of glass tubing about one foot long. Fill the bowl of the pipe with water and tightly tie a piece of thin rubber over it. Press gently upon the rubber and observe that the liquid is forced into the tube in whatever position it may be held. The pressure received by the rubber must therefore have been transmitted by the liquid in these various directions.

The fact that a liquid exerts an upward pressure can be nicely shown by the following experiment: By means of a bit of wax attach the end of a thread to the

center of a piece of glass about three inches square, and drop the free end of the thread through an argand chimney [Fig. 26]. Pull up the glass tightly against the chimney and plunge into a deep vessel of water. When the glass is a few inches below the surface

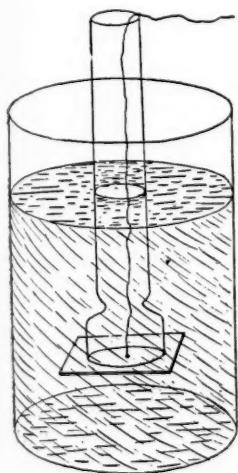


Fig. 26.

of the water it will no longer be necessary to hold it in place, as the upward pressure of the water will keep it firmly pressed against the bottom of the chimney.* It is this upward pressure against the bottom of a body that causes it to rise

*To grind the bottom of a chimney, tube, tumbler or other glass vessel for experiments where it is desirable to have a tight fitting joint, place a little emery dust and a few drops of oil on a flat stone or iron surface—as a stove lid for example—and rub the edge with a swinging circular motion and light pressure.

and float in a liquid. The floating of the body may be explained by the accompanying diagram [Fig. 27]. Let A B C D be a cube of pine wood or any body lighter than water. The downward pressure upon the layer of particles upon which A B rests will be the weight of A B C D plus the weight of the water column C D E F. Let B H be of the same area as A B and at

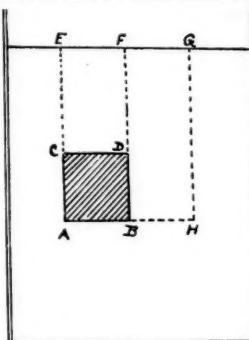


Fig. 27.

the same distance from the surface. The pressure upon it will equal the weight of the water column B H F G. We have already learned that water transmits the

pressure which it receives equally in all directions, therefore the pressure which B H receives will be transmitted as upward pressure upon the layer of particles just below A B. If the weight of A B C D is just equal to that of an equal volume of water the downward pressure upon A B will just equal the upward and the body will remain at rest. If, on the other hand, it is lighter than an equal volume of water the upward pressure will be greater and the body will be forced upward (by the force of gravity) and will continue to rise until the downward and upward pressures are equal. This can only be when a part of the body is above the surface or is floating. Change the diagram so as to show the explanation when the body is floating.

In the following and other experiments a cheaply constructed balance will be found of great service. Such a balance is shown in the accompanying cut [Fig. 28] and may be made with but little trouble and expense. The pans may be made from pieces of sheet lead or zinc about

four inches square and suspended by means of fine strings or wires from hooks at the extremities of the light wooden arms. The delicacy of the balance will depend largely upon the nature of the bearings. For rough work the bearings may be made as follows: Tightly thrust a knitting needle through the center of the arm and at right angles to it. Bend two narrow strips of copper into the shape of the letter U and tack them into the grooves in the top of the upright standard. Now balance the arm with the needle resting upon these copper strips. This arrangement will give but little friction and the balance will be found to work well for experiments where extreme accuracy is not required. If a more delicate adjustment is desired, narrow blades, as knife blades, may be substituted for the needle and copper. These blade bearings will of course give less friction and therefore greater sensitiveness to the balance.

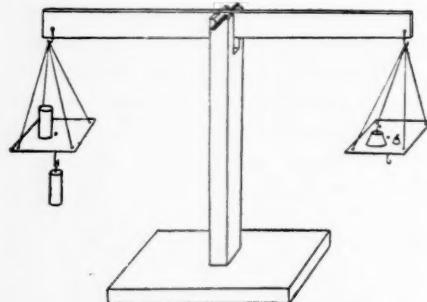


Fig. 28.

For weights ordinary brass or iron brads will answer very nicely, as they are all of the same size. The weight of one tack may be taken as the standard, and all weights expressed in terms of tacks. A fine wire hook suspended from the center of each pan will be found very convenient for many experiments.

To one of these hooks, by means of a thread, suspend a stone and balance it by weights in the other pan. When perfectly balanced immerse the stone in water by bringing a tumbler under it. Notice that

the body appears to lose weight when immersed in water. This is now easily explained as a result of the upward pressure which the liquid exerts upon the stone. We say that the water buoys up the solid. Think of as many familiar examples of this as possible.

Two Spelling Tests.

Try these in your high school class. The students of Northwestern University, Evanston, Ill., found them difficult:

resplendent,	weird,
pedestal,	curriculum,
graciously,	altar,
resurrection,	tariff,
develop,	controls,
traffic,	respectability,
specimen,	heterogeneous,
triple,	embarrassment,
seizing,	calendar,
bouquets,	similar,
degradation,	paralyzed,
privilege,	excelled,
initial,	equaled,
sacrifice,	emanates,
dessert,	stationary,
village,	tranquillity,
boundary,	mortar,
dilapidated,	lying,
labeled,	secretary,
Philippines,	existence,
noticeable,	fascination,
skies,	prairie.

The following list is short, but try it with your best class and you will find many errors in the result:

byways	Thomas Carlyle
well-nigh	John Quincy Adams
highroad	De Quincey
halfway	Horace Greeley
text-book	General Greeley
widespread	Samuel Johnson
knickknack	Ben Jonson
thoroughgoing	Albert Sidney Johnston
by and by	Sydney Smith
schoolhouse	Herbert Spencer
Britannia	Edmund Spenser
Brittany	Apennines
J. G. Carlisle	Pyrenees

Men and women range themselves into three classes or orders of intelligence; you can tell the lowest class by their habit of always talking about persons; the next by the fact that their habit is always to converse about things; the highest by their preference for the discussion of ideas.—Buckle.

Normal Schools and Their Critics.

President H. H. Seerley, of Cedar Falls, Iowa, rendered a great service to the normal schools when he read a paper at the recent meeting of the N. E. A., pointing out some of the shortcomings of these schools as he sees them; his paper would have great value if for no other reason than that it stirred up John W. Cook to make such a masterful reply, which appeared last month in *School and Home Education*, and which we publish here in full. Mr. Cook has a fine genius for putting an argument so forcefully and with such artistic finish as to leave the conviction that nothing more remains to be said. Here is his reply to President Seerley:

At the recent meeting of the National Educational Association, in Minneapolis, the Normal School section devoted one session to self criticism. President Seerley, of the Iowa State Normal School, presented the leading paper. The time allotted to the discussion was too brief to deal with the paper in any satisfactory way and this article is prepared with the hope that a larger audience for his utterances may call forth a fuller expression from normal school men as to the wisdom of his doctrine.

The greatest difficulty in any discussion of the normal school is the significant fact, fortunate or unfortunate, that there is no normal school. The lack of uniformity which these schools possess is so apparent that anyone familiar with their history and character realizes the danger of attempts at broad generalizations respecting their work. It is fair to assume that the schools in Massachusetts are substantially of one general type. If I am correctly informed those of Pennsylvania are of a very different type. Within a single state we may expect confidently that the differences will not be radical, especially if all are managed by a single board, as is the case in many of the states. While there is no normal school, then, there are many normal schools. A common purpose seems to inspire them and that may be a sufficient warrant for a common name. All at least desire the attendance of those who wish to teach school, although many of them are

by no means so exclusive as to exclude others.

I shall attempt such a summary of Dr. Seerley's criticisms as will make his conceptions of the average school, and, by implication, of that ideal school, reasonably clear:

1. It makes too little of scholarship and intellectual culture. It must offer such inducements for scholarship and culture as the most promising and keenest intellects need in order to realize the higher possibilities of their chosen vocation.

2. It has made and still makes too much of theory, dogma and philosophy, and too little of the real, the practical and the essential. Much of the so-called pedagogy is of slight account. "It is substance, reality and efficiency that is needed and insisted upon in this great age of progress. It is common sense and judgment that must be applied to all the problems of life in education, not abstruse thinking, or disconnected philosophy, or useless theories. The only kind of pedagogy that the American people regard as actually worth the having in these days of results and great accomplishments is a kind that is business in its nature, producing readiness in action and decided efficiency in the work of education."

3. It is conducted on the "one-man idea" instead of the "faculty idea." The principal assumes to be the exclusive possessor of the necessary technical knowledge and managing ability. The only function of the so-called faculty is to obliterate whatever of individuality it may possess and become simple executives of the "one-man idea." Faculty meetings are places at which dogmatic orders are issued to be specifically followed. It is "but a place to receive direction and instruction, a place where the unifying process is amplified and magnified until all difference of opinion and practice is obliterated." "Success as a teacher in a normal school then begins to mean a peculiarly special ability to work out a president's conception and decision of the true way to successfully teach and train teachers."

4. It is generally conducted on the notion that the training department, usually called the practice school, "is the only center of all complete and perfect efforts" and that its prominence and glory are the ends at which the school should especially aim. "If the students getting ready for a teacher's career got nothing from a normal school except professional instruction and technical training, it is quite certain that the majority of them would mentally perish from the monotony of the effort, and would find it necessary to decline to continue such unpalatable work. Contact with great personalities and great ideas is of more value than technical instruction. To confine a growing life to the technical and professional alone to the extent that is frequently practised is contrary to science, and also to common sense."

5. Cheapness is its striking characteristic. "The theory of their management seems to be that they need less apparatus, less libraries, less laboratories, and less specialization in

their instruction than would ordinarily be expected of colleges and universities." Public sentiment accepts this estimate. To get students, tuition is made free. "Special efforts are put forth to gather in from 'the highways and the hedges' large numbers of those who are supposed not to be qualified for much of a career."

6. As a rule it is weak in the personnel of its faculty.

The foregoing is a fair statement of the case which President Seerley makes against the normal schools. The elaboration of the points of necessity has been omitted. His statement of what should obtain may be inferred. What shall be said about it? It is a sorry picture. Presumably these are not the conditions at Cedar Falls. That Iowa is abundantly satisfied with her Normal School is evidenced by the fact that she refused to have any more and that at the last meeting of her general assembly she made splendid appropriations for its support and enlargement. The catalogue for the last year shows an attendance of some fifteen hundred in the regular courses and about five hundred in the summer school. In the practice department, however, there were only four hundred all told, and of these about two hundred were in the preparatory department.

And now let us consider Brother Seerley's argument:

(1) Here we have the old question of academic work in normal schools again at the front and no apologies for it either. It is explicitly declared that the normal school must "offer such inducements (opportunities?) for scholarship and culture as the most promising intellects need, etc."

According to this contention the normal school will differ from an ordinary educational institution in that it has something more. This additional feature, presumably, will relate directly to the practice of the teaching art.

It will form a small part of the general work of the school, if the example set by the institution dominated by this idea is to be followed. Any academy or college may attach some sort of pedagogical leaning to and straightway it is a "normal school" and may claim, and properly, the patronage of those seeking professional preparation as teachers. Is it economic for normal schools to attempt to duplicate the work of the ordinary high school or academy or college when so much remains to be done in genuinely technical work? And

where the scholastic idea is the predominating one is it probable that the professional idea will get much attention except in the classroom of the teacher of pedagogy or of method? This discussion is chiefly in the interrogative form because it is worth while to have the normal school men speak out on the subject.

The subjects which are to be taught should receive careful and rigorous treatment in normal schools, but the treatment which these subjects should receive in such institutions is quite different from that employed ordinarily in their simple acquisition. From my point of view I cannot recommend a student to come to the school with which I am connected for mere academic discipline in the subjects of instruction. He can do better elsewhere if that is his only aim. To be an admirable arithmetician is not of necessity to know the subject at all well from what I conceive to be the teacher's point of view. It is wise to have going along with the professional work a culture study, but chiefly because teachers should form the habit of carrying on some line of intellectual work somewhat aside from their ordinary duties. It will go far to keep them in warm sympathy with the children. This is far from an adequate treatment of the point but I must leave it for others.

(2) Is it true that the average normal school makes too much of theory and philosophy? It is possible that there is too much dogma in our schools as well as in our discussions. As I have observed such institutions my thought has been that there is far too little grasp of theory and philosophy. It has long seemed to me their weakest side. I am unable to see how without them we are to determine what things are "practical and essential." I cannot agree with Dr. Seerley when he says that "it is common sense and judgment that must be applied to all the problems of life in education," if we are to accept Sir William Hamilton's definition of common sense, for it is inadequate to settle matters of such grave moment. Uncommon sense, the insight of the theorist and the philosopher, is the only thing that will save us. It has always been so and so it will continue. To it we are indebted for the great reforms in education. Call the roll of the men who more than any others have influenced modern educational practice and you

have the implacable foes of the "common-sense" men. Am I playing with a term? What I am trying to say is that the common notion of education, the notion held by the average man, will not keep civilization afloat. We must have the prophet, the thinker, the mind that can go on when the "common-sense" mind has reached its limit. What we need is better, truer, profounder theory, and a far more abundant supply of it. The teacher should have a rich equipment of ideas, of educational ideas. He should know the evolutionary stages through which the school has struggled in the attainment of its modern independence and freedom. The heaviest handicap that the normal school has to carry is our poverty in this realm of theory. I am not ready to say that Philistinism is our besetting sin but it offers a sore temptation. I agree with Dr. Seerley that our pedagogy is not as yet a thing to be altogether proud of. The theorist may be constrained to say of it what Touchstone said of Audrey: "A poor virgin, sir, an ill-favored thing, sir," yet he may at least add with the charming fool's justifiable pride, "put mine, sir."

(3) I regret that I know so few of the normal schools intimately. The criticism here made had not occurred to me except in the case of two or three. Normal school principals, without exception, receive much larger remuneration than their assistants,—perhaps I should say, the members of their faculties. Is it not a fair assumption that this fact is due to the common notion that the heads of these schools are more competent to direct their policies than any of their other teachers? They may not be. It may happen that the best man may be in a subordinate position. Such cases must be exceptional, however. He must be a very silly principal who will not attempt to get the very best service possible from his faculty both in the fine management of the several departments and in the contribution of ideas to determine the policy of the institution. Dr. Seerley says:

These schools are too generally organized on a theory of unity, in which the head of the school is assumed to be so well grounded in wisdom, so perfect in judgment, so large in capability, and resource, and so competent to direct that all associates are subordinated to an extravagant extent requiring them not to think themselves, but to faithfully carry out

the ideas and notions regarding education that are possessed and enforced by the central authority.

Is this a reliable statement of conditions as they exist, or a bit of pleasing exaggeration which is served without salt for the purpose of giving an agreeable piquancy to the style? It certainly attracts attention. But after all, it is to the principal that we must look for the characteristic qualities of the school. He selects its teachers, or ought to; he, far more than any one else, strikes the key notes. He visits the classrooms of the teachers and offers suggestive but kindly criticisms—or ought to. He harmonizes conflicting ideas if there is need of harmony. He arranges for the "resignations" of teachers whom he believes to be unsuited to the needs of the institution. He should be the leading educational expert and not merely a good business manager. To this degree the normal school should be a "one-man idea" school, ought it not? What do you say, brother principals?

To show how far I am from Dr. Seerley's view, I had thought from the information at hand that the normal schools had too little of the "one-man idea." I had heard from what I regarded as good authority that in a considerable number of instances, not to say a majority, the principals have not the determining voice in the selection of their teachers; that they are not the arbitrary power here represented; that, in fact, they are not contributing enough doctrine of the pedagogical sort to the faculty discussions, and that modesty rather than arrogance is their characteristic quality.

(4) It is a natural conclusion from the argument that the practice school does not hold a high place in the mind of the writer of the article. With an average attendance of a thousand or twelve hundred students and a school of only four hundred children including the preparatory department it is manifestly impossible to do much with practice work. But there are others. Dr. Payne would save the children from the blight and mildew of the pupil teacher. And it may as well be confessed that this proposition is the hardest thing that the normal school has to encounter. But the teachers must go through the stage of immaturity in the application of the science of education to the art of teaching. Where

shall this experience come to them? Is it possible to do superior work in the preparation of teachers without an opportunity of doing for them something parallel to what all schools that attempt to teach an art well do for their students? These matters appear so self-evident that I may venture to drop the interrogative form. My observation has been that the high-water mark of enthusiasm is reached in the practice work and especially in the care of rooms. In the purely theoretical work, it is, relatively, a pale imitation, interesting as it always becomes.

But why so forlorn a view of "professional instruction and technical training?" If that is the way that "mental perishing" lies, our profession must be a bad lot indeed. One must admit the truth of all that is said of the value of contact with great personalities and great ideas, but those who give "professional instruction and technical training" may be "great personalities," and there are no greater ideas than are involved of necessity in this same professional work. But our normal schools are in no immediate danger if danger is really to be found in that direction. The number of those that are "too professional" can be counted on one's thumbs.

(5) I desire to second the motion in regard to this criticism and to register my appreciation of the great work that Dr. Seerley has done at Cedar Falls. His vigor and incisiveness have given us an object lesson of immense value. We shall long continue to go to Iowa to set our watches for "equipment" time. Something as fine is promised us at Macomb and it is due in largest part to a man who is not a teacher.

As to the qualifications of candidates for admission to normal schools I have little to say now. There is crying need for the best preparation but Utopian schemes must not prevent their highest efficiency under existing conditions. As General Hancock remarked of the tariff question, it is chiefly a local issue. It may be wise to invade "the highways and the hedges" in some latitudes and longitudes, heaven help us!

(6) As to this criticism I do not feel qualified to make sweeping observations. I fear that the ground is well taken. Of course there are faculties and faculties. Those that I know best are in largest part a delight. Their fine scholarship, their

enthusiastic devotion to their work, their desire to get a fair mastery of this incomparably difficult problem of the professional education of teachers are at once a joy and an inspiration.

Imagination or Original Sin.

ELIZABETH F. SEAT, IN AMERICAN PRIMARY TEACHER.

Miss Ellis was arranging to open a kindergarten; it was her first, and she was afraid. She admitted her fears boldly to the directress of the training school, but that official reassured her: "Don't be at all apprehensive, my dear, the work is easy enough!"

"Work," echoed Miss Ellis wonderingly. "I do not mind work! It's ideals that I'm uneasy about! Those wee things need to have standards set up to grow by, and I doubt my ability to set them—not that I haven't ideals," she hastened to add, then waited for help.

"Why, my dear woman," said the directress with a smile, "the psychology on Monday afternoon is for that very purpose! Just bring your experience to the Round Table and let us help each other."

Strengthened by a strong directress, a prosperous Round Table, and a text-book of Complete Psychology, the teacher prepared to meet her pupils.

One pleasant spring morning, she bravely faced the little circle of chairs. How sweet, and dimpled, and innocent the children were! How blue or brown or black their eyes! Here was indeed "a child-garden."

"What shall we talk about?" she demanded brightly, when the prayer, and the "Good Morning" had been sung. Her glance of inquiry was arrested by the intent gaze of a very little fat girl, whose eyes were as blue as forget-me-nots. The plump, folded hands unclasped themselves, and smoothed the folds of a starched white apron. Then without a change of expression the child said sol-

emnly: "In China they eat rats! Nurse read it out of a book, and they are not afraid!"

The children gazed at the teacher solemnly, as if studying the effect of this short speech upon her mind. Perhaps they read doubt upon her countenance, for a thin, round-eyed little boy exclaimed hastily: "It's so! They do! When my papa was in China he ate rats too; he wasn't afraid!" Miss Ellis uttered an exclamation of dismay; then a reprimand trembled upon her lips, but uncertain as to what the psychology might advise under the circumstances, she checked it. Tom Hollis' father had been a salesman at Waring's ever since he had ceased to be a cash boy in the same establishment. He had probably never been out of his own state. She gazed into Tom's wide, trustful eyes sternly, but his gaze met hers in wondering innocence. Could he be telling a falsehood? Perhaps he was the victim of some joke that he had heard in his own home! She would be patient; perhaps the poor child had really too much imagination! She would bring up his case at the Round Table.

At this critical moment, the door opened, and a nurse entered with a very small boy who wore spectacles, obtrusively new.

"Please see that he doesn't play games with them on," admonished nurse, as she prepared to depart. "He might get hurt; the doctor says that it's just some little defect that he'll outgrow in a year or two."

Miss Ellis patted the little cheeks sympathetically, and gave the child with weak eyes a chair next to her own. In the first pause that followed his establishment, the new arrival gave a trembling important account of his doctor and his spectacles. During the recital, the teacher's eyes met those of Tom Hollis, and her heart sank. A new, greater story stood in his eyes just awaiting an opportunity to spring. When

the story of the spectacles was ended, Tom stood up; uneasy jealousy of the new boy had brought a round spot upon each cheek.

"Spectacles is awful nice," he declared with an air of bravado. "I wore 'em all the time when I was a baby, but I don't any more; I don't need 'em."

A little ripple of excitement ran around the circle of chairs; eyes grew brilliant, lips were parted; aprons fluttered; a little, pale, dark-eyed girl arose to her feet, one tiny trembling forefinger indicating a missing front tooth. With a quick, nervous gesture she said, "I went to a dentist; he pulled my tooth out with the scissors; it didn't hurt!" She sat down. The leader, staring about the circle, now saw in each face a great fiction waiting but the opportunity to appear. To her distressed mind they were so many evil spirits that needed to be exorcised. She thought of a game, a story, a song, but under the spell of a weird seizure, she kept silence. A little boy in a white duck, sailor suit, tilted back in his chair, and said defiantly: "I had a tooth took out too; 'twas in the night time; he took it with a tack-lifter and it hurt awful!"

Miss Ellis suddenly found her voice: "Show me where it was!" she commanded. The child stepped forward, a middle finger, adorned with a piece of 'court plaster, indicating the supposed vacaney. "Why there's a tooth!" exclaimed the kindergartner, indignantly.

The child gazed at her calmly: "Um, yes, of course!" he said. "Soon's as he got it out, he put it back again. He just wanted to see if it had roots. It didn't have any yet, and he put it back!"

At the Round Table, Miss Ellis, looking into understanding, sympathetic eyes, told her story. "And now, Mrs. Barton," she said, "do tell me if it's imagination that needs to be trained, or original sin that needs to be punished?"

A Prince in Captivity.

A Vassar girl came flying down the street on her bicycle. She held aloft a stalk of milkweed.

"See, Mrs. Kellogg, do you believe this is a Monarch egg?"

I went to my butterfly book and read: "The eggs are laid singly on the undersides of the upright terminal leaves of the milkweed, but they may be found almost everywhere on the plant, on the flower, buds and stems and upon the upper surfaces of leaves near the top. The egg is very beautiful, but we need a more powerful eye than the human eye to see all its beauty. It has from twenty-one to twenty-three slender ridges radiating from the center of the top and extending to the base, and the spaces between are crossed by many very fine parallel lines at right angles to the ridges. At the apex of the egg the center from which the ridges radiate, there is a minute rosette of the most delicate lines."

Neither ridges nor rosettes were to be seen on this speck of the pearly egg. My little hand lens gave no revelations.

"I'm very doubtful," I said; "come again in a few days and see."

I put the milkweed leaf in water to keep the pulp fresh in case any live thing emerged and needed food. In two days the egg shell was broken. Not a living thing to be seen. " 'Twas ever thus from childhood's hour," I said, and prepared to accept the inevitable. Next day I was a bit curious. I searched again with my small glass. Something moved—a green thread-like something moved! I held the leaf to the light. It was punctured with dots in a circle. Something was eating, but—what? Could a Monarch baby be so small that I could not see it with the naked eye? Was it a true princeling? If it ate milkweed, was it not of royal blood? And was it not left on this particular plant by the Monarch mamma to eat its way into the kingdom?

It ate, it grew. I compared notes every day with my book. The "cylinder body with black and yellow bands" was apparent. I had a scion of real aristocracy.

I determined that this prince in captivity should not be brought up under a plebian mosquito net. He should have freedom, fresh air, and sunshine and grow as naturally as in the open. But my leaf was growing like a sieve. I must have new ones. The summer boarders were interested if skeptical over the ancestry of my "bug," as they called it, but they cheerfully foraged for his supplies. Another member of the milkweed family was given him, by mistake. He refused to eat. Better starvation than a foreign diet.

In two weeks he was a beauty. Rich in color, with long, flexible black horns with which he expressed his feelings, only we couldn't understand.

I have said nothing about his moulting because I could never once catch him slipping off the old dress. The book said it would probably take place in the forenoon. I placed the tumbler on by desk and watched. I wrote and watched. I read and watched. But never a sign of a change from the old to the new rewarded me. He must have chosen midnight or moonlight for his toilet. He was now approaching the end of this incarnation. His appetite was insatiable, and hunting for milkweed became tiresome with the thermometer in the nineties. But never should it be said that this prince of the blood was stinted if he ate to the midrib every leaf on Shelter Island.

"Did he never try to escape?" Never. Once when I was transferring him to pastures new he fell into the tumbler of water. He was no sooner in than out, and I have no doubt the bath was a good nerve stimulus.

All this time my pen has hesitated to confess the ignominious truth that *I hate crawlers!* But my heroism during this campaign can never be appreciated unless

this fact is known. All my interest in nature study has never overcome my repugnance to crawlers. Yet I lived and slept in the room with this growing, wriggling, twisting creature for twelve days and nights, till he became a part of my subconscious self. I dreamed of him. I lighted matches through the night to see if he was there. He was now more than two inches long, a vigorous, magnificent specimen, and ample credit to his hygienic bringing-up. The time was overdue for him to get ready for the green house with gold nails. I determined to see that mysterious change at all hazards.

One day he became restless, tried to leave his milkweed home, and once dropped to the floor. I replaced him, and now began the battle with the natural caterpillar instincts. He was seeking a place to go to sleep, but he should not escape me. I beat off his advances in every direction. He climbed upon the window screen, and I put him back. I could not afford to let him hide away and lose all these twelve days of caretaking. He finally yielded to my unscientific persistence and fearlessly hung himself from the under side of the milkweed leaf where I could plainly see the transformation scene. Now he looked like a book picture. He was suspended and clung only by the posterior prolegs. The caterpillar stage was over. Strange what a lonely forsaken feeling came over me. The room was empty. True there was as much life as ever in it, but my captive was dependent on me no longer. He had passed on to an existence where I could not follow him. I looked with a feeling of half-awe upon this mystery of life in apparent death. The book said he would keep this position twenty-four hours. Now it was safe to leave the room.

One morning after he had been quiescent sixteen hours I went down the piazza. No need of present anxiety that I should lose the next act with eight hours to spare.

In an hour I returned. From force of habit I glanced at the point of interest. What? Did my eyes deceive me? There hung the emerald green house touched with golden dots—a dainty jewel fit for a lady's ear. *It was all over.* I had missed this wonderful thing for which I had worked and watched so long. No human eye had seen the marvelous change. I was a grown-up woman, so it wouldn't do to cry over my intense disappointment. I sat down and watched it silently for a long time. I could not become reconciled, and am not yet.

There was one more chance—to see him come forth with radiant wings—the resurrection. I had grown skeptical about the schedule-time in books, yet I read again, and found that in "about a week" signs would appear, etc. The week extended to thirteen days, then the chrysalis grew darker, and I grew desperate in my determination to rivet my gaze upon that absorbing object if every other interest in life was sacrificed. The evening came; I burned a dim, ghostly light all night, watching, half-sleeping, but never forgetting. Day light appeared and I was safe. No danger of missing it now. I sat down beside it and took a book to while away the time. In fifteen minutes I looked up. *A splendid Monarch Butterfly was resting near the open chrysalis.* What did I do or say? Nothing. Sensation was paralyzed. My last hope was broken—like the chrysalis before me.

In an hour my absolute Monarch flew to the window curtain and rested there, a bit of animated rainbow. I watched him with a mingled feeling of ownership and fear. I could no more have imprisoned him in a cyanide bottle than I could have poisoned a human child. That glorious creature that had passed through the mystery of mysteries to be made a "specimen!" Never!

I gathered him up gently in my soft handkerchief, carried him out into the

golden sunshine, and held out my open hand. He flew to the nearest tree and clung to the rough bark, bathing his new wings in the sunlight. I turned slowly away and left him there. I never saw him again. He had reached his native element at last, and his unerring instinct would guide him straight to the nectar-cup of the open flower. He needed me no longer—yet, when the first rain-storm came, I wondered if he were protected. Has he lived all winter? If the Monarchs "go south" to spend the winter, as scientists suppose, how could this one "raised" on an island, fly across the water? Perhaps he paid the price of his life for the glory of summering at a "resort." I am glad I do not know.—Eva D. Kellogg, in Primary Education.

Efficacy of Our Schools.

During the last decade there has been a healthy increase in the number of children between the ages of 10 and 14 years who are able to read and write. Every state and territory, except Nevada and Arizona, show increase. Every ten years the census bureau reports the number of persons able to read and write in any language. These figures throw light upon the extent to which the rudiments of education are being acquired and so upon the working of school systems. A large amount of illiteracy among adults indicates that they were reared under an imperfect school system, but neither illiteracy among immigrants nor illiteracy among elderly natives of the country is any index of the present condition of American schools.

Probably the most light upon the present working of a school system is thrown by the per cent of children between 10 and 14 years of age, who are able to read and write. The following table has been prepared in the census office showing the per cent of persons aged 10 to 14 years

who were reported as able to read and write in 1900 and 1890, the states being arranged in the order of increasing education:

	1900.	1890.	
Nebraska	99.66	Iowa	99.23
Iowa	99.63	Massachusetts	99.17
Oregon	99.58	Ohio	98.92
Ohio	96.51	Kansas	98.86
Kansas	99.48	Connecticut	98.79
Indiana	99.45	Illinois	98.75
Connecticut	99.43	Nebraska	98.75
Utah	99.34	New York	98.62
Massachusetts	99.33	Wisconsin	98.35
Michigan	99.30	Minnesota	98.21
Washington	99.30	Oregon	98.20
Minnesota	99.29	Michigan	98.17
Wisconsin	99.27	Indiana	98.00
New York	99.26	California	97.93
Illinois	99.18	New Jersey	97.86
Wyoming	99.08	Pennsylvania	97.82
Vermont	99.05	Washington	97.75
South Dakota	99.00	Maine	97.57
California	98.99	Vermont	97.57
Pennsylvania	98.99	South Dakota	97.55
New Jersey	98.81	Colorado	97.21
Idaho	98.77	New Hampshire	96.63
Colorado	98.48	Montana	96.47
New Hampshire	98.31	Utah	96.24
Dist. of Columbia	98.25	Wyoming	96.23
Rhode Island	98.12	Idaho	96.18
Montana	98.07	Rhode Island	96.03
Maine	97.82	North Dakota	95.58
North Dakota	97.65	Dist. of Columbia	94.61
Oklahoma	97.26	Missouri	94.48
Missouri	96.64	Nevada	92.83
Delaware	95.49	Oklahoma	91.81
Maryland	95.36	Delaware	90.96
West Virginia	94.74	Maryland	90.54
Nevada	91.88	West Virginia	89.16
Kentucky	91.56	Texas	85.55
Texas	90.74	Kentucky	85.17
Florida	86.24	Florida	82.43
Tennessee	85.08	Tennessee	80.94
Virginia	84.33	Arizona	79.62
Kansas	83.80	Arkansas	77.89
New Mexico	80.07	Virginia	77.32
North Carolina	78.25	Mississippi	73.47
Arizona	77.79	New Mexico	72.04
Mississippi	77.62	North Carolina	69.38
Georgia	77.21	Georgia	66.75
Indian Territory	75.61	Alabama	64.50
Alabama	71.11	South Carolina	61.03
South Carolina	70.44	Louisiana	57.26
Louisiana	67.12		

From the table showing the percentages the first and most important inference is that in every state and territory, except Arizona and Nevada, the per cent of children 10 and 14 years of age able to read and write has increased and the efficiency of the school system increased between 1890 and 1900. Even the two exceptions named are more apparent than real.

When the figures for Arizona and Nevada are scrutinized a curious statistical anomaly appears. The per cent of illiteracy among children slightly increased for all classes combined and yet decreased for every numerous race or nativity class—namely: the native white, the foreign born white, and the Indian and Mongolian. This paradox is explained by the fact that the Indian and Mongolian children are generally illiterate and that those enumerated in Arizona and Nevada in 1900 were a much larger per cent of the total children than they were in 1890, when Indians on reservations were not reported with distinctions of age or literacy.

On the whole, therefore, the educational system of every state and territory, except Indian territory, for which no figures were obtained in 1890, has shown marked improvement in the last ten years. The per cent of children able to read and write in Indian territory in 1890 was less than 80.

In 1890 there were thirteen states and in 1900 twenty-seven states in which the per cent of children able to read and write was over 98. These twenty-seven states in 1900 included 62.2 per cent of the population. The rapid decrease of illiteracy among children in many of the southern states is especially noteworthy. In several the per cent of children able to read and write increased in the decade nearly 10, or an average amount of about 1 a year.
—Moderator.

If to kill is a crime, to kill much can not be an extenuating circumstance. If to steal is a disgrace, to invade can not be a glory. The Deums are of small significance here; homicide is homicide; bloodshed is bloodshed; it alters nothing to call one's self Caesar or Napoleon; in the eyes of the eternal God a murderer is not changed in character because, instead of a hangman's cap, there is placed upon his head an emperor's crown.—Victor Hugo.

Test for the Grammar Class.

Give the grammatical construction of each italicised word in the following sentences:

- (1) He struck the man *dead*.
- (2) He found the man *dead*.
- (3) The general ordered the soldiers *to march*.
- (4) The general ordered water *to drink*.
- (5) He went *home*.
- (6) The man is *here*.
- (7) The boy is *safe*.
- (8) The girl is *present*.
- (9) She arrived *safe*.
- (10) I bought a *dozen* sheep.
- (11) I bought *twelve* sheep.
- (12) The fire burns *low*.
- (13) He stands *six feet tall*.
- (14) The tree stands *six feet* above the track.

The Specialist.

The medical profession has been heretofore the most afflicted with the specialist, but that of the teacher is also developing many distressing examples. In primary and secondary instruction there is need of all-around teachers, even though the radius that sweeps the circle has a very short reach. Of three teachers for children one of whom knows a "little of everything," another almost nothing of general knowledge, a third who knows but one thing, however thoroughly, the first is the best. The last is the worst for he is like the doctor who always put his patients into fits for fits was his specialty.

The specialist is without doubt better fitted for college and university work. But is it wise to fill the high schools with men and women whose fitness consists in the fact that they have kept up student life after graduation a few years longer, but who know nothing of the world, of human nature, of teaching as a practice and an art, whose general reading and thinking have been necessarily limited, and that too

by the very conditions of their preparation?

It is an accepted fact that on the great questions of the time the views of the average college professor are instinctively unpractical, and habitually at variance with the view of the man of affairs.

Now and then there comes a lament for the old academy teacher, the all-around man, he who in the last generation did that work which has never yet been bettered. But if he could be reproduced he would receive no degree or professorship.

The specialist would be all well enough if he would be that and something more. But his tendency is to work everything on his line, and that, like the geometrical line, has magnitude in one direction only.

—Teachers' Gazette.

The N. E. A.'s Lesson To Forty Boys.

Just before the opening of the great convention at Minneapolis the chairman of the local committee called before him the forty high school boys who were to act as guides during the session. He told them that they would be paid one dollar a day for their services. Out of this dollar they were to pay their car fare to and from all places of interest, and they were to be at the service of the visiting teachers ten hours each day. "Now, boys," said the chairman "this is not much money for the work we require, but we hope the pretty school teachers will give you a tip now and then. If any one hands you over five dollars hand it right back, but anything less than that is yours. I hope you will be able to secure enough tips to make the work profitable. Make all you can out of it."

"How are you making it?" said the writer to one of the boys. "Fine," came the answer. "It is only two o'clock and I have made two dollars and thirty-five cents from tips already!"

"But I suppose you serve the people just as well whether they give you tips or not?" continued the writer. "Not on your life," replied the lad as he hurried to the convention headquarters.

The convention may have meant much to the city of Minneapolis, but forty of

her high school boys have had a schooling in dishonesty, the awful outcome of which may far outweigh the advantages which the convention brought to the city.

The writer was in Cedar Falls the other day. The street cars in that city are managed by boys from 14 to 16 years of age. One of these young conductors had assisted a traveling man in carrying his baggage from the car to the hotel some distance away. "Here is a quarter for your extra service," said the traveling man.

"No, thank you," replied the lad, "the company pays me for my services."

"What's the difference," said the drummer, "this is extra. Just knock this down."

"I don't do a knock down business," answered the boy. "The company pays me for my entire time." The lad stoutly refused the tip, much to the astonishment of the drummer.

"What is the name of the young man who just refused that tip?" asked a successful banker who had been reading his paper in front of the hotel when the transaction occurred.

The landlord gave him the young man's name, the banker wrote the name and address in his note book, saying as he closed the book, "I have a place in my business for a boy of that type."

This banker evidently did not believe in the training given by the Minneapolis men to their high school boys.—Midland Schools.

Perhaps it is putting the matter too strong to say that the boys "had a schooling in dishonesty." Taking a tip is not necessarily a dishonest act, and according to the report the chairman was brutally frank in his instructions to the boys. A similar committee in Milwaukee a few years before gave the boys equivocal instructions which all of them understood to be a sanction of the tip business, and then proclaimed in public that the boys were working for the good of the cause and not for profit. They were paid no salary. There was a schooling in dishonesty beside which the Minneapolis case is comparatively innocuous.

And there are other qualities besides

honesty which a manly boy must cultivate. The dead-beat or the pusillanimous recipient of a gratuity is also a pariah among honorable, manly men. The great objection to the tip business is that it subordinates the receiver to the level of a menial, dwarfs his self-respect, and cultivates in him the spirit of a scrophulant. It is an Old World custom which Americans should not encourage.

Examinations.

In a county institute one of the instructors denounced the teachers' examination with a great deal of emphasis. He was applauded and it seemed to please him. Who clapped his hands loudest? Was it the bright, wide-a-wake, thoroughly posted, growing teacher? Was it the teacher who is competent to pass a good examination and secure a high grade license? We think not. It is true that some questions seem out of place and that some teachers who can not pass a good examination are reasonably successful, but would they not be more successful if they were sufficiently familiar with the branches taught to answer fair and reasonable questions about them? The examination may not be *all right* but it certainly is not *all wrong*. Whatever may be said of the examination it is a stimulus and that far it is good. It prompts many teachers to a more thorough study and understanding of the branches taught and that far it is very good. Let those who rail at examinations offer something better. The world is not so dull but that it can see a good thing when presented.—Teacher's Journal.

"Light two candles with one match," was the prompt answer when a kindergartner was asked if she could suggest a non-murderous substitute for the old proverb, "Kill two birds with one stone." Is not this good enough for general adoption?—Kindergarten Review.

The Teeth of Children.

Superintendent Johnson, of Andover, Mass., has made a summary of the condition of the teeth of the children in the schools under his care. He finds that the average child "has twenty-four teeth; eight of them are diseased; sixteen of them are discolored with unsightly accumulation of food and deposits, or else the child has some noticeable malformation, interfering with breathing or mastication or disfiguring his appearance; three of the four first permanent molars are seriously affected, or else one is already lost and decayed. He has either never put a tooth brush to his teeth and has had toothache more or less during the past year, or he is suffering excruciating pains, and has never seen the inside of a dentist's office. Furthermore, he has suffered from mal-nutrition, is shorter and lighter than he should be, and his school work has been impaired. And, what is sadder, his condition is growing continually worse."

A Method in Lumber Measure.

The common dimensions of lumber found in the ordinary yard are as follows—disregarding length;

1x 6,	2x 4,	4x4,	6x 8,
1x 8,	2x 6,	4x8,	8x 8,
1x10,	2x 8,		10x10,
1x12,	2x10,		12x12,

There are other dimensions, but they are not as common as the ones given above.

Suppose we want to know how many board feet in a piece of timber 8x8. Here is the way to go about it; at least this is one way which makes pupils see the point: Take a foot of it and slice it into as many one-inch slices (lengthwise) as it will allow. Place these pieces side by side, and edge to edge, and you have a piece of board 64 inches wide, one inch thick, and of course a foot long. Since the board foot is to be but 12 inches wide, but must have the other two dimensions of this

piece, it is easy to see that a linear foot of 8x8 will contain just 5 1-3 board feet.

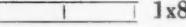
To give this method still more life, have ready pieces of four or five of the above dimension lumber, each piece one foot long and sliced as explained above, the slices of each piece held together by wooden pegs, so that the pieces may be taken apart easily and again put together, or illustrate on the blackboard as follows:

For 2x4 lumber, draw figures of the end of the piece (which of course is always taken to be one foot long)

(a)  2x4

Slice it as in (b)  Still 2x4

Take apart and rearrange as in (c)

 1x8

We now have a piece of the right length and thickness, but the width is two-thirds of the width required to make a board foot. Hence each linear foot of 2x4 contains two-thirds of a board foot.

If it is desired to use the pieces of wood, they may be made of inch lumber.

DURANT C. GILE, Arcadia, Wis.

John W. Gates is one of the most "successful" men of the time. He is, therefore, worth listening to when he talks about success, as he did one day last week in a special newspaper interview given out at Saratoga. The airy way in which he scouts the growing idea that there is less chance for a boy now than formerly, rises almost to the plane of certain kinds of high art. It is delicious. Greater successes than were ever dreamed of are yet to be made, he says, but there will not be "so great a chance for success per man!" What can young men ask better than that? If the successes of the successful are sufficiently spectacular, who cares if the chance per man is worse? Yet Mr. Gates is making dangerous concessions when he thus confirms the idea that however roomy the top may be in business life, things are getting more and

more crowded at the bottom. It is the chance per man that counts with all but gamblers.—The Public.

A Lesson in Geography.

Among the educators "at large" now working in the institute and lecture field no one has a keener eye for the discovery of interesting facts, nor a more felicitous way of reporting them than Mr. A. E. Winship. After his recent visit to the Northwest, he wrote the following, which is good material for a teacher's scrap-book on geography:

GREATEST ELEVATOR IN THE WORLD.

At West Superior, Wis., I enjoyed the rare privilege of studying the greatest wheat and flax elevator in the world. Its glory is not in its capacity, but in its equipment. It is 230 feet high, or higher than Bunker Hill monument. It is 375 feet long and 135 feet wide. It is built of steel, no wood, stone or brick in it anywhere. It cost more than \$2,000,000, whereas an ordinary elevator of half its capacity costs but \$200,000, and usually less.

It is impossible to explain the perfection of this building, that will carry more than 3,000,000 bushels of wheat at a time. It requires almost no men to handle this grain. All that any man does is to touch a lever here and there.

They will unload 600 ears of grain a day, and all the men combined put forth less strength than would be required to throw one shovelful into a bin.

Six hundred ears means 400,000 bushels. From each ear the entire load is scraped out and dropped into the basement, where it is caught up by an endless chain, and carried up about 300 feet and put into bins, holding from 7,500 to 15,000 bushels each. Here it is weighed and retained until a ship desires it, when it is sent through a shoot into the vessel and sent to Buffalo at the cost of a cent and a half a bushel for the 1,100 miles, or a trifle more than a thousandth of a cent a mile per bushel for freight.

The freight of either city in tonnage is greater than that of New York. Duluth and West Superior are simply marvels of enterprise. There is no other equally in-

teresting spot on the face of the globe for the handling of freight. For instance, Omaha often receives all of its hard coal via these cities, and not infrequently ships her corn East via these ports. But that is a great study of itself.

It should be said that the object of having a two-million-dollar steel elevator is not alone the ease and economical handling of the grain, but the saving of insurance, which in other elevators is a heavy expense.

THE COMMERCE OF WEST SUPERIOR.

The shipping through the Soo Canal, which is open but two-thirds of the year, is three times as great as that of Suez Canal, which is never closed. In 1901 the tonnage from West Superior was 6,334,203 tons, or a ton for every twenty feet of the equatorial distance around the world.

The earliest that commerce has ever begun on Lake Superior is April 16, the latest, May 9, the average is April 23. The latest that it has ever closed is Jan. 24, the earliest, November 8, but both of these are exceptional. In eighteen years it has closed later than December 18 but twice, and earlier than December 8, but five times.

The grain shipments of Superior alone have been above 45,000,000 bushels in a single year.

Nearly 4,000 vessels clear at this point in a single year, and 134,415 freight cars are unloaded at these elevators and docks.

Of course the railroad dock houses are a rare sight. I went through that of the Great Northern Railroad. It is a third of a mile long, and reasonably wide. On the one side it opens to vessels that lie alongside of it, and within the building is a double track so that two freight trains, each a third of a mile long, can be in the building at one time. Indeed, it is a double decker, so that as a matter of fact there can be four trains one-third of a mile long, or the equivalent of one train a mile and a third in length, inside the building at one time. The employees who have occasion to go about the building ride on bicycles, and there is a complete telephone system.

Now is the constant syllable ticking from the clock of time. Now is the watchword of the wise. Now is inscribed on the banner of the prudent.

A Popular Misconception.

JEAN SILVERWOOD RANKIN.

Upon the pedagogical world of late years has been thrown the calcium light of the great truth, "*We learn to do by doing.*" The application of this truth, together with the discovery that all physical activity involves corresponding mental development, is revolutionizing modern school methods.

But, after all, this great truth is only a half-truth, and so implies what is wholly false. For while we may learn to do by doing, we do not therefore learn to *do well*, that is, learn thoroughly. Many poor washer-women remain poor washers, till they rest to wash no more. Many poor cooks never learn the A, B, C of their art, but help to retard the physical evolution of the race till they, too, pass on to settle their last account.

Nowhere is the application of the truth so fatally misconceived as in the field of language work, where we find the pretty parody, "*We learn to talk by talking.*" The dictum is set forth by writers in educational journals thus: "The analysis and parsing of our early days gave us more power to talk. In declining and in conjugating we had to say something, and we learned to talk by talking. We had the talk-drill of Clark and Murray and Kerl."

To learn to talk by talking is the obvious method of the infant until he shall have mastered the mechanical difficulties of oral speech. Thereafter, whether he shall learn to talk by talking depends upon many things. If by "talk" is meant a forcible volubility, then the termagant fish-wife and the village gossip must be considered our best talkers and past-masters of the art of speech. Certain it is, that their linguistic stock-in-trade affords more picturesque, varied and entertaining mental nutriment than the parsing vocabulary of our youth. Of the two, it is also more of a literary product, and hence, more educative to the student of language.

However, the incurable madness of the Lindley-Murray disciple does not stop with calling parsing a "talk-drill," and with saying that "we learn to talk by talking." He goes so far as to state that "children should write little stories and then name the part of speech of every word they have written." The smaller the literary requirements of the teacher, the greater the likelihood of folly such as this.

It is probable that nine good teachers out of ten, all of them competent, would fail to construe correctly the common word *like* in some of its commonest uses. And what if they should? Some language books fail upon the same point. Take the following simple uses of this simple word and consider whether you at once construe *like* correctly:

It looks *like* rain.
I feel *like* sleeping now.
I shall not look upon his *like* again.
You will *like* her, for one *like* her always inspires affection.
Like as a father pitieith his children, so the Lord pitieith them that fear him.
Like father, like son.
Like enough it will snow.
It oils his joints *like*.
Come back into memory, *like* as thou wast.

There are nine chances out of ten that the average teacher will call *like* a preposition in one or more of these expressions. But *like* is never a preposition, even though some language books call it so. No good authority has ever considered that *like* showed relationship after the fashion of prepositions.

But what possible gain in the use of language has there been in thus attempting to construe *like*? Is the meaning of the expression now more clear? Has there been gain thereby in the art of composition, or in the art of conversation? Has there been a gain in vocabulary and, hence, in the tools needful for thought? Not one of these. On the contrary, there has been merely an attempt by means of mental gymnastics to settle difficult problems, which are easy enough of solution in Latin, because of numerous inflectional

forms, but which are Chinese puzzles to the English child. After the gymnastics, the cases are still somewhat doubtful, and much good time has been lost in trying to decide what was not worth deciding at all, except by dictionary-makers and by specialists in language.

It is commonly remarked that language work is the least satisfactory of all branches in its evident results. How can this be otherwise, so long as the teachers of teachers fail to comprehend the difference between "talk" and *command of language*? We have all, no doubt, learned to talk by talking. But if it so be that anyone among us has gained in some degree a *command of language*, this has come by other and less simple means.—Popular Educator.

Playing School.

There is a spirit in the public school to-day demanding that the children be entertained. If the work is only interesting and "catchy," it is of secondary importance that it be profitable. To have the children leave the impression at home that they enjoy school is so gratifying a recommendation that it tempts the teacher to entertain them in their work even to the extent of "playing school."

That school work should be made attractive no one will dispute. To inspire a genuine love for proper work is worth the energy of the most ingenious teacher. But to make the schoolroom a playhouse and the teacher an entertainer is away from the purpose. There may be interest and enthusiasm without learning.

The effort to make school work easy is probably nowhere more evident than in the arithmetic class. Combination of numbers with which the country boy is familiar long before coming to school can fill him only with disgust, and make his future work in arithmetic distasteful. A juggling with combinations and separations, however clever, will hard-

ly make mathematicians. There is an attempt at thoroughness in number work that does not make mathematicians. The practical use of the four fundamentals in arithmetic is an abstract process, and sooner or later these principles must be learned as such. The multiplication table in business is not obsolete. It is not of its own accord the jolliest thing in the world, and an effort to soften its austerity is at least excusable; but, in the end, to be useful, it must simply be learned. A child playing with the combinations of number until some day he suddenly awakes to the consciousness of knowing the multiplication table is a beautiful thing to contemplate; but when put to the test it will not work. Let us eliminate play and substitute work.

In the reading lesson is there not a tendency to get away from the primary purpose of recitation? It is easier for a teacher to become talkative about the "beauties of literature" than to teach children the practical art of reading. That a child cannot read a poem until he feels the sentiment that it contains is true; and in this age of education certainly no argument is necessary in its defense. But a pretense of enjoying literature will not make readers. Instead of spending time with minute analysis, trifling details of the author's life, his purpose in writing this particular poem, or how well he succeeded, it might be well incidentally at least, to teach the children to read. A child cannot appreciate what he does not understand. Knowledge does not always follow interest; it sometimes precedes it.

The fundamental things in school should be taught as such. The spelling class should spell and do nothing else for the time. When the writing class writes, its attention should be given to that work. If the arithmetic class is earnestly thinking number, an attempt to correlate other work can only detract from the subject in hand.

Correlation, in many cases, is but a doing nothing well, under the pretense of doing everything. When history, language, spelling and writing are jumbled into one conglomerate recitation, whose only purpose is to be entertaining, it may afford the teacher an opportunity of exercising her ingenuity, but it can do the children but little good.

No attempt is here made to deny childhood the child-world; no argument to awake the thought and feeling of a man in the brain and heart of the boy. But children themselves have the greatest admiration for results that come from honest effort.

School should be a place for work, not play. The world of business into which school ushers the child is a world of action and result. In order to reap, it is necessary to sow. "No excellence without great labor" is as true to-day as in the day it was first written, and this fundamental truth should be evident above all else in the schoolroom. Work can be made interesting as well as play.—G. H. Topy, in Educator-Journal.

Picture Hanging.

1. Hang the pictures from four to eight inches above the moulding, at the top of the chalk mark.
2. Avoid hanging pictures so that those in juxtaposition on the same wall will have the tops and bottoms of frames on exactly the same level.
3. Consider dimensions of pictures with reference to the vertical division of the wall space by windows and screens.
4. Do not cover any wall space with too many pictures.
5. Do not attempt to balance any two pictures of equal size on either side of a third in the same space.
6. Avoid hanging a picture at too great an angle to the wall.—Prang Educational Bulletins.

French Form of the Multiplication Table.

In France the multiplication table is printed in the following form:

2	2	4										
3	2	3										
4	2	3	4									
5	2	3	4	5								
6	2	3	4	5	6							
7	2	3	4	5	6	7						
8	2	3	4	5	6	7	8					
9	2	3	4	5	6	7	8	9				
10	2	3	4	5	6	7	8	9	10			
11	2	3	4	5	6	7	8	9	10	11		
12	2	3	4	5	6	7	8	9	10	11	12	
	24	36	48	60	72	84	96	108	120	132	144	

There are some evident advantages in this form over that in which it is usually printed in English and American textbooks. By a little study of the arrangement a practical teacher will discover what these advantages are.

The Bible in the Public School.

Nicholas Murray Butler read a paper at the meeting of the N. E. A. in Minneapolis in which he advocates the study of the Bible in the public schools. He argued in favor of this not on the ground that it should be used for religious instruction, but for its value as literature and to enable the student properly to interpret the biblical allusions in which literature abounds. Incidentally he took occasion to criticise the State of Wisconsin for having ruled the use of the Bible out of its public schools.

Mr. Butler did not refer to any cases where the use of the Bible in public schools as literature and apart from religious and moral instruction had been tried, hence we must conclude that his contention is based on mere theory. In the absence of any evidence based on ex-

perience it seems a visionary proposition to use the Bible for such a purpose separate and apart from the moral and religious teaching which it contains. Imagine a class in literature studying the Sermon on the Mount or the Golden Rule for the literary content and ignoring the moral and religious teaching. The suggestion is fantastically absurd.

But should not the Bible be used for its moral and religious value? Yes, but not in the public school, for that would only introduce discord and contention as to which particular view or interpretation of its teaching should be presented, and would virtually establish a state system of religion. The following utterance by W. E. Gladstone is worth pondering:

An undenominational system of religion, framed by or under the authority of the state, is a moral monster. The state has no charter from heaven such as may belong to the church or to the individual conscience. It would, as I think, be better for the state to limit itself to giving secular instruction, which, of course, is no complete education, than rashly to adventure upon such a system.

But a close reading of Mr. Butler's paper reveals the fact that the gentleman does not really seem to know what he wants or why he sprung the subject at all. He seems to want the children to study the Bible to become familiar with the stories, the narrative, the character, the *dramatis personae*—a body of facts which would help in the interpretation of passages which refer to these biblical facts. If that sort of knowledge getting is what Mr. Butler would call a study of the Bible as literature, then he should give us a definition of literary study.

To one not familiar with the way things are run by those who operate the N. E. A. it would seem strange that such a nebulous presentation of a chimerical proposition should be backed up by a resolution adopted by the Association. But such was the case and as things

are this is not remarkable; whenever Mr. Butler takes snuff a majority of the "educators" are ready to sneeze. Commenting on the resolution the Nation says:

As to the fact of the declining and disappearing familiarity with the Bible, there can be little disagreement. Things have reached such a pass that a story recently told by an English man of letters might easily be found applicable to any part of the Bible. He went into a book store and inquired, "Have you the *Apocrypha*?" The young person behind the counter reflected for a moment, and then asked, "Is it a weekly or a monthly?"

That the loss of the old saturation of the popular mind with the language of the English Bible is deplorable, few would deny. It is like letting slip a precious part of our race heritage. The sinewy style, the piquant idiom, the haunting phrase—what shall our literature, our oratory, do without them? But they are going, or gone, from the general memory. The educators at Minneapolis did not overstate the extent of this literary loss of the Bible. We only wish, for our part, that there were any way of making it good; but we fear that the Educational Association was wrong both in its account of the cause of the mischief and its prescription of the remedy. We do not believe, that is to say, that the vanishing knowledge of biblical incident and diction is due to the banishment of the Bible from the public schools, as a theological book, or that it could be restored by the reading of the Bible in the schoolroom as a pure example of the highest literature.

Where did our grandfathers get their intimate familiarity with the splendid English of King James's version? How did it become second nature to them to make their daily conversation, their family letters, vivid with racy expressions or solemn utterance taken instinctively from the Bible? They became mighty in the Scriptures, not in school, but in the church, and above all, in the home, by means of repeated reading and compulsory memorizing under a father's eye or at a mother's knee. Ruskin has told us of the process in his own case, and it was typical. Nor did the child dream that it was literature that he was getting. Devout awe and godly fear were the atmos-

phere about the sacred volume. Just because it was "a theological book"—because lightnings and earthquakes and the voice of a trumpet were associated with it, and in it were supposed to be wrapped up the issues of life and death, the destinies of the soul, heaven and hell—it was read and committed to memory with that rapt attention and excitement which fastened its words forever upon the mind. An old graduate of Phillips Academy once asked another, "Why could we never forget the principal parts of a Greek verb that we learned under Principal Taylor?" "It was because we were afraid of him," promptly replied the other. "Fear made our minds like highly sensitized plates, and we could not forget." Something like that is the true explanation of the way in which a former generation stored up the language of a book which was thought to be big with the eternal fate of every reader.

Now is it going to be possible to reproduce those old conditions by a restoration of the Bible to the schools, as a piece of literature merely? If you set a boy to studying the *Apocalypse* as a fine specimen of post-Elizabethan English, will he carry from it anything like the imaginative associations, or the indelible memory of epithet and description, which were borne away formerly by children who read in a trembling and holy reverence, not knowing when the beasts and the dragon and the mighty angel might not appear visibly to their dilated eyes? We think the question answers itself. The old familiarity with the Bible was not gained by literary study, and it cannot now be made good by literary study. The Bible, simply grouped among the English books to be read in literature Class A, Course IV, would have to take its chances with Marlowe and Shakespeare and Bacon, and would thus be at once degraded from the unique position which it formerly held, and which alone gave it its unrivaled place in the thought and speech of the English race.

Moreover, if the Bible is to be regarded purely in a literary light, and only as a source of reference and allusion useful to an educated man, we are bound to say that the motive for its study is lessening every year. The reason is that to employ biblical phraseology is to employ a tongue which is becoming more and more un-

known. Nobody who writes or speaks can fail to have perceived this. If you venture to borrow a phrase like "their chariots drove heavily," you are sure to get a query from the proofreader—"drove?" If some biblical expression leaps to the lips of a public speaker—"abomination of desolation," let us say, or "the mystery of iniquity"—the blank look he observes on every face shows him that he might as well have talked Greek. Thus the purely literary motive for studying the Bible breaks down in another way. If the old biblical associations in men's minds have disappeared, why should writer or speaker equip himself with even a noble English phraseology which will surely be caviare to the general? We conclude, therefore, that the only way in which the old familiarity with the Bible can be revived is by bringing back the social and religious conditions under which it was "the one book" to a whole people and the man of their counsel. But we hear of nobody who thinks that in fact those conditions can really be restored.

The Gander and the Goose.

A FABLE.

Once upon a time the geese in a certain neighborhood held a meeting to consult as to what they could do for their goslings in the way of education. After some talk they concluded that the young goslings must go to school, and they chose one of their number, a wise old gander, to hire a teacher. Not knowing what else to do, he notified a teachers' agency, and waited for candidates to apply. In the meantime he busied himself in preparing a list of 25 questions which each candidate would be required to answer. It was important that he secure the best teacher possible, and in this way he thought he could lessen the danger of being imposed upon.

To each applicant he sent his list of questions, and gave her a reasonable time to answer. One young goose, however, having a business instinct, in her reply asked him a few questions. She desired to know the number of pupils in the school,

and as it was a rural school, how far she should have to walk to obtain a good boarding place and how much her board would cost her. She also desired to know something of the condition of the school building; was there a library or any apparatus and could she rely upon the directors to support her in the control of unruly pupils, if there chanced to be any such among the scholars.

Whereupon the director gander declared that he was not upon the witness stand, and declined to be put, as he termed it, upon the inquisitorial rack.

He gave the school to an applicant of the meek and humble order, and rejected the application of the business goose.

"Haec fabula dect"—that what is sauce for the gander is not always sauce for the goose. It also reveals one reason why our schools are filled with misfit teachers.

A Fable for Specialists.

An ornithologist invited an ichthyologist to walk in the woods with him, and the ornithologist said: "I suppose you know that the crow—"

"I know nothing about birds."

"But surely you have heard that the cuckoo—"

"I don't know a hawk from a handsaw, I am sorry to say."

"Yes, but you surely have heard so common a thing as the fact that the swallow never—"

"My friend, I know less than nothing about birds."

They finished their walk, and the ornithologist went home and said to his wife:

"The man with whom I walked to-day in the woods is woefully ignorant. How can a man go through life with so little knowledge of the things about him?"

The next day the ichthyologist invited the ornithologist to walk along the sea-cliffs with him.

So they walked together, and on the cliffs a doltsish fellow was standing.

"Good morning," they said to him, but he only stared at them, open-mouthed.

"A fool!" cried both.

And the ichthyologist said to the ornithologist: "Of course you know that the blue fish of these waters—"

"I know nothing about fish."

"But surely you have heard that the sword-fish—"

"I would not know a cod from a kid, I am sorry to say."

"Yes, but you surely have heard so common a thing as the fact that a porpoise never—"

"My friend, I know less than nothing about fish."

At this point the ichthyologist was so impressed by his friend's ignorance of common things that he did not mind his steps and fell off the cliffs into the sea, and not knowing how to swim he called to his friend for help.

"Alas, I do not know how to swim," said the ornithologist.

"More of his ignorance," said the ichthyologist as he went down for the second time.

But the dolt had been watching, open-eyed, and he plunged into the sea and swimming out to the ichthyologist he saved him.

Moral—Each one of us has his special brand of ignorance.

No. 56 of Bardeen's Fables.

"I wish you boys would be more observant," said a young schoolmaster. "When I was a boy I was always on the lookout, and what I did not see was not worth seeing. I was famous for that. I remember once I was told by a man I met that I was all eyes. What do you suppose he meant by that?"

"Probably he was referring to your conversation," replied one boy; and the other boys looked out of the window as they tried to keep their faces sober.

This shows that ordinary boys have eyes and ears both.

The Pedagogic Subject.
In the season when educators meet, loaded with eloquence and fads, many strange theories are broached for the development and delectation of unsuspecting little heads. Eloquent principals, presidents, professors and superintendents vie with one another in heated debate. Punch, London, had some verses in a recent issue which might be taken to express the pathos of the situation:

Dear human child, whose woolly head
Closely recalls the unweaned lamb;
You with the lips whose native red
Is stained with inexpensive jam;
O virgin soil, O plastic clay
Within the primary potter's grip,
To whom, for moulding, day by day
So unsuspectingly you trip;
I fondly hope you never dream
That your prospective moral state
Still constitutes the steady theme
Of loud and bellicose debate.
Yes, when on Heaven's name they call
And knock each other's doctrines flat,
You are their object; it is all
On your account, unconscious brat!
I wonder, should you come to know
The facts about this deadly feud,
Whether your little heart would go
And burst with speechless gratitude.

—J. H. D., in *The Public.*

Readings and Recitations.

The Vine on the Schoolhouse.

When our ivy, grown in the years to come,
Peeps over the schoolhouse eaves,
A-toss in its limber branches,
A-laugh in its rustling leaves,
When it twinkles and taps at your windows,
A-shine with the morning dew—
O lasses and lads at your desks within,
We planted the vine or you!

When a million tendrils tangle and cling
Over walls now blank and bare,
When fluttering wings and dancing leaves
Give the summer a welcome there—
Years hence, when our lessons and play are
done,
Your lessons and play to do—
Remember us, lasses and lads to come;
We planted the vine for you!

When the shadowy grace of its verdant veil
Shall soften the noon tide glare

And wreath on wreath for gala days
It garlands your building fair,
Your bright flag blossoming out of the green
Like a flower of triple hue—
O lasses and lads of the years to come,
We planted the vine for you!

—F. E. Eppington.

Autumn.

Along the line of smoky hills
The crimson forest stands;
And all day long the blue jay calls
Throughout the autumn lands.
Now by the brook the maple gleams
With all his glory spread;
And all the sumachs on the hills
Have turned their green to red.
Now by great marshes, wrapt in mist,
And by the river's mouth,
Through all the long, still, autumn days,
Wild birds are flying south.

The Timid Kitten.

There was a little kitten once
Who was of dogs afraid;
And being by no means a dunce,
His plans he boldly made.

He said, "It's only on the land
That dogs run after me,
So I will buy a cat-boat, and
I'll sail away to sea.

"Out there from dogs I'll be secure,
And each night, ere I sleep,
To make assurance doubly sure,
A dog-watch I will keep."

He bought a cat-boat, hired a crew,
And one fine summer day
Triumphantly his flag he flew,
And gaily sailed away.

But in mid-ocean one midnight—
Twas very, very dark—
The pilot screamed in sudden fright
"I hear a passing bark!"

"Oh, what is that?" the kitten said.
The pilot said, "I fear
An ocean greyhound's just ahead,
And drawing very near!"

"Alack!" the kitten cried, "alack!
This is no paltry pup!
An ocean greyhound's on my track—
I may as well give up!"
—Carolyn Wells, in *St. Nicholas*.

The Waters.

What is it that aileth the waters—the river,
the lake, the sea?
Forever a miserere they chant of a grief to be,
They have garnered the fear and terror from
aeons of pain and woe,
And from land to land go sobbing in minors
weird and low.
Only the heart sore-stricken by sorrow's heavy
hand
Can hear below the rhythm, interpret, and under-
stand:
Only the soul grown hopeless can hear again
and again
To earth's cry of baffled longing the water's sad
"Amen."

—Ninette M. Lowater.

The Unobtrusive Essential.

A mighty tumult rises as the horse goes 'neath
the wire!
The people rise and cheer again and never seem
to tire,
And some are rich and jubilant and others feel
remorse.
And the only one who doesn't seem excited is
the horse.

When they've held a big election and the crowds
go passing by.
And the bands are loudly playing and the
rockets flash on high,

And the city's all aglow with excitement of
debate,
The only one who's placid is the winning can-
didate.

It is not the puff and noise that make the lo-
comotive go;
It is not the big bass drum that makes the
music and the show;
When there's anything important you will no-
tice as a rule
That the star of the occasion is the one who's
keeping cool.

A Spray of Hearts-ease on the Mountain.

The miner pauses in his rugged labor,
And, leaning on his spade,
Laughingly calls upon his comrade-neighbor
To see thy charms displayed.

But in his eyes a mist unwanted rises,
And for a moment clear
Some sweet home face his foolish thoughts sur-
prises
And passes in a tear,—

Some boyish vision of his eastern village,
Of uneventful toil,
Where golden harvests followed quiet tillage
Above a peaceful soil.

One moment only, for the pick, uplifting,
Through root and fiber cleaves,
And on the muddy current slowly drifting
Are swept thy bruised leaves.

—Bret Harte.

Does the foregoing remind you of a poem by
Burns?

The Senior.

O have you seen the senior in her graduating
dress?
She's the symbol of perfection, and perfection,
too, I guess.
She's not the common girl you knew a few
short years ago—
The girl who used to come to school in check-
ered calico—
She's not the girl who used to sit so near your
knife-carved seat,
Whose winning smile so often caused your
heart an extra beat—
She's not the girl your sometimes kissed in a
too loving game,
They bear a strong resemblance, but they're not
the very same.
"And is this senior less a sprite than she I
knew before?"
O no! Why bless your heart, she's all she used
to be and more.
She used to be just common "Gen," but now
she's "Genevieve":
To-day she offers pardon where she used to
grant reprieve;
To-day she sings soprano where she used to
squeal and squeak;
She speaks in classic English tho' she often
thinks in Greek.
She's learned the scholar's easy way and grown
so much refined,

I'll scarcely try to say how far she's left the past behind—
 What narrow pools of knowledge have grown meantime to be
 As many sweeping Amazons just verging on the sea.
 She reads the German fluently, die Sprache alt und schön.
 Tho' Caesar puzzles commoners, for her he wrote in vain.
 Her mind's imago parva of the classic wisdom when
 The Seniors in the school of life were high and mighty men.
 She knows the masterpieces as a sailor knows the stars;
 She'll quote from Homer's Odyssey its love scenes and its wars.
 She'll tell you tales of Paris' ways, of Helen's days of joy,
 And just how long old Hector fought before he fell at Troy.
 She knows the Rise and Fall of Rome, although it can't be said.
 She has an equal knowledge of the rise and fall of bread.
 She's drunk from scientific cups, and yet I must confess
 I don't believe this senior made her graduating dress.

—Floyd D. Raze, Montague, Mich.

What the Freckles Show.

BY ADALENA F. DYER.

She's as sweet a little lass
 As the clover in the grass,
 And a group of saucy freckles mark her nose.
 They are kisses of the sun,
 And they stand out one by one,
 Like the stamens 'mid the petals of the rose.
 All the freckles on her face
 Are an alphabet to trace
 Memoranda of vacation's wholesome play.
 In their dotted lines one reads
 Tales of merry thoughts and deeds.
 That long hours of school life will not fade away.

Bare feet in the shallow brook,
 Mud pies left for sun to cook,
 Work on dandelion curls and daisy chains;
 Romps for butterflies and bees,
 Swings beneath the apple trees—
 All are written in those amber, sun-kissed stains.

Tales of healthful open air,
 Hat flung for the grass to wear,
 Games of jolly "tag" or "Crusoe" on the lawn;
 Hunts for birds in hidden nests,
 Warm and weary berry quests
 That have kept the small feet busy since the dawn—

All these do the freckles show
 In each dusky, zigzag row,
 And they give the little lass an added grace.
 They're the rank marks of the sun
 In a school of health and fun.
 Who'd erase them from the merry, dimpled face? —The Congregationalist.

The Bad Boy.

His hair lies red and tangled, and he has a turned-up nose;
 His voice is loud and strident, and it never gets repose;
 His face is full of freckles, and his ears are shaped like fins,
 And a large front tooth is missing, as you'll notice when he grins;
 He is like a comic picture, from his toes up to his head—
 But his mother calls him "darling" when she tucks him into bed.

It is he that marks the carpet with the print of muddy boots;
 And rejoices in a doorbell that is pulled up by the roots;
 Who whistles on his fingers till he almost splits your ear,
 And shocks the various callers with the slang he chanced to hear;
 He fills the house with tumult and the neighborhood with dread—
 But his mother calls him "darling" when she tucks him into bed.

—Washington Star.

The Clearing House.

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Howard Pyle is finishing a book, *The Story of King Arthur*, a companion volume of the author's popular *Robin Hood*. It will appear as a serial in *St. Nicholas*, fully illustrated by the author-artist. It is a new series of picturesque, romantic tales woven about the old legend of King Arthur.

Instruction by correspondence has received another very strong endorsement in the recent action of the Board of Trustees of Northwestern University of Evanston and Chicago, by which that great school enters into affiliation with the Interstate School of Correspondence of Chicago. Full details are promised the public at an early date.

If you have not been using monthly report cards try this mode of encouraging regular, prompt attendance and diligence in learning lessons. See the fac simile of our card on another page. It is unsurpassed for simplicity and effectiveness, and is printed on cardboard of first quality which will stand the wear to which report cards are necessarily subjected.

There is ample justification for the claim made by *THE CHICAGO RECORD-HERALD* that its readers enjoy every day, a news service that is without parallel in range and completeness. In addition to the independent news facilities of *THE RECORD-HERALD*, that paper receives the complete news service of the *New York Herald* and the *Associated Press*, and when it is considered that its news columns are supplemented by all the special features so popular with its thousands of readers, it will be seen that *THE RECORD-HERALD* holds a unique place among the great newspapers of the United States.

It was plain to all who read the account of school affairs in the Philippines as published in this journal for June, that educational matters there were in a bad way. This is confirmed by the fact that Dr. Atkinson has resigned; he could not stand the strain of the disgraceful political management there. So he washes his hands of the whole infamous business of violated faith on the part of our government in the treatment of the teachers who were entrapped into going to the islands. Thus far our much-vaunted educational work

among our subjects in Asia is not a thing to be proud of, and no intelligent man expects it to be much better in the future.

A Summer of Saturdays, by C. W. Smith, is now published in complete form. It is a delightful piece of nature study and boy study which will be a valuable addition to the teacher's library. Price, paper, 40 cents; cloth, 65 cents. Published by S. Y. Gillan & Co., Milwaukee.

The publishers of *The Youth's Companion* are sending free to new subscribers to the paper for 1903 a very handsome calendar, lithographed in twelve colors, with a border embossed in gold. The exquisite home scene which forms the principal feature of the calendar is suitable for framing. The calendar is sold to non-subscribers for 50 cents, but to new subscribers for 1903 it is sent free, with all the issues of *The Companion* for the remaining weeks of 1902, the paper then being sent for a full year, to January, 1904.

Since the first number of *St. Nicholas* was published, nearly thirty years ago, many weekly and monthly publications for children have come and gone; but *St. Nicholas* still holds its place, and was never more enjoyed by its readers than now. The publishers announce that new subscribers who begin with January may receive the November and December numbers free, and so begin the volume and get the commencement of all the serials. The publishers are The Century Co., Union Square, New York. Price, \$3.00 a year.

F. A. Carpenter of the *U. S. Weather Bureau* writes to the editor of the *Literary Digest*: I have always been a warm admirer of the *Digest* and was more than pleased when you introduced your book reviews. Three weeks ago I had an opportunity of selecting \$10 worth of books and I decided to test this new department of yours. I selected the books, previously unknown to me, solely upon your recommendation and I am happy to say they now occupy a permanent place on my shelves.

Please allow me this opportunity to compliment you on your excellent work on the *Digest*.

Do you furnish the youngest pupils with seat work to keep them profitably bus? Many kindergarten exercises are suitable for primary pupils and can be profitably used even in country schools. "Folding squares" are a wholesome source of delight to the little ones, and a skilful teacher can use them so that they have a great educational value in teaching form, color, drawing and manual dexterity.

Van Bergen's Story of China, by R. Van Bergen. American Book Company, Cincinnati and Chicago, is written by one long resident in China, and draws largely on personal observation for its facts. Commencing with a description of the physical features of the country, it next considers the people themselves, their beliefs, customs and education. Then the history of the Chinese Empire is briefly sketched, from the earliest times to the Boxer uprising. The

book is attractively illustrated from photographs, and forms an interesting and valuable supplementary geographical reader.

The "Middle Kingdom" is becoming more and more the focus of the world's diplomacy, and such a book as this is most timely.

Tracing and Sketching Lessons in Geography grows in popularity with teachers of this branch. It is rich in suggestion of method and devices, and furnishes a great abundance of interesting and valuable supplementary matter with which to enrich and enliven the textbook lessons. A new edition has been issued, which brings the references to population up to the latest census. Price 40 cents. Address this office.

Mayne's series of school records has been completed by the addition of a graded school register, consisting of a record for each grade or department, with binding covers in which all the records are preserved. Full description will be sent on application to the Wisconsin School Supply Company, Milwaukee. See advertisement on another page. These records together with Mayne's High School Records are pre-eminent among record blanks for their simplicity and completeness.

Did you notice that poem on page 70 of the October number of this journal, entitled King Autumn? If not, turn to it now; it is not merely poetry, but poetry of a high order of merit. In one stanza there is a slight defect—a statement which can truthfully be made of some great poems of eminent writers. It would be like pointing out a fly speck to designate where it is; critical readers will see, but will cheerfully condone the blemish because of the general excellence of the verses. Who is Mr. Ames? Never mind; he will be heard from again, or the editor will miss his guess.

Gillan's Lessons in Mathematical Geography exactly meet the requirements in the uniform course of study officially approved in several states. In the new Manual for Wisconsin schools it is practically made a part of the course of study. It seems to have covered the ground so completely that a reference to the little book itself stands in lieu of any outline of the subject. See page 80, Eleventh Edition, Manual of Course of Study for Common Schools of Wisconsin, 1902. Price 10 cents, or one dollar a dozen.

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In September a prize was offered to the one who should send the most fitting line with which to close a parody on Maud Muller. The award goes to Miss Grace Farnham, of Menomonie, Wis. The line supplied is:

The truest are, "Beauty catches men."

A statement recently issued by the census office at Washington, showing the percentage of persons in the different states between the ages of 10 and 14 years who were able to read and write in 1900, places Nebraska at the head of the list, with a percentage of 99.66.

The new edition of *THE WESTERN TEACHER SONG BOOK* contains the music except to those selections that are so familiar as to make the notes unnecessary. We are confident that this improvement will add greatly to the popularity of this already popular book. The price remains the same, ten cents a copy, or one dollar a dozen. For special rates for first introduction write to S. V. Gillan & Co., Milwaukee.

Before his nomination for the vice-presidency Theodore Roosevelt wrote expressly for *The Youth's Companion* an article on "The Presidency," which was published in the number for November 6th. When this article was written no one could have foreseen that its author would so soon be called upon to take up the duties of the great office. For this reason alone what Mr. Roosevelt has to say will be read with interest by persons of all shades of political opinion.

The most striking successes of *The Century Magazine* have been made in the field of history, witness the famous *Century War Papers*, *Nicolay* and *Hay's Life of Lincoln*, etc.; and it is to return to the field of historical literature this year. A series of illustrated articles on the early campaigns of the Revolution, written by Professor Justin Harvey Smith of Dartmouth College, will be one of the features, especially covering the picturesque march of Arnold through the Maine woods.

"Good and lovely and true," said John Ruskin of *Castle Blair*, by Flora L. Shaw. It is fitting, therefore, that it should find a place in *Heath's Home and School Classics*. "The tone of the story is uplifting," says Mrs. Mary A. Livermore, who has contributed a brief preface, and the book has for years been a prime favorite with boys and girls. The present edition is illustrated by the Misses Whitney, pupils of Mr. Arthur Dow of the Pratt Institute, and will be issued in the early fall. D. C. Heath & Co., Boston, publishers.

Dr. E. E. White, so well known to teachers through his books and his institute work, died last month at his home in Columbus, Ohio, at the age of 74. He was strong and vigorous to the last, and but a few days before his death delivered two lectures to large audiences at Martha's Vineyard. His work on *School Management* has probably been read by more teachers than any other book published—with the possible exception of *Page's Theory and Practice of Teaching*. Dr. White was one

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The National Commercial Teachers' Federation will hold its annual convention this year in Milwaukee, Dec. 29-31. A prominent feature will be the joint meeting on Dec. 31 with the Wisconsin Teachers' Association. The programme for that session includes addresses by J. C. Monaghan, of the University of Wisconsin; C. E. McLenegan and R. C. Spencer, of Milwaukee.

A Remarkable Year for Travel in the West.

An official of the Chicago, Burlington & Quincy Railroad made the statement recently that 70,000 people had gone to Colorado on tourist tickets during the season just past. Thousands of others have made the Yellowstone Park trip, and the prospects for an unusually heavy California business this fall and winter are remarkable. Asked for the reason of it, he said: "The American people are just finding out that here in America we have in Colorado the most attractive country in the world for seekers after health and pleasure. The mountain scenery, the superb climate and the excellent hotel accommodations cannot be excelled, and as people find out that it takes only two nights on the road to go from the Atlantic coast to Denver, is it a wonder that Colorado has entered the field as a competitor

of Europe for summer travelers. And as for California, where in all of Europe or America is the winter more delightful. Since we started our weekly 'Personally Conducted' parties from Boston, Chicago and St. Louis to the Pacific coast, great numbers of people, and people of moderate means, too, make it a yearly practice to spend some months in California. The expense is small and living in California is remarkably cheap."

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Books Received.

We will give the name, publisher and price (if reported to us) of every book that we receive. We will give notice or review of such as space and our judgment will permit. Some of the books in this list will be reviewed in subsequent issues. All volumes are cloth unless otherwise noted. A copy of any book in this list will be sent on receipt of the price.

Practical Exercises on the Latin Verb, by Katherine C. Reiley. 80 pp. Price, 50 cents. American Book Company.

From the Old World to the New, by Marguerite S. Dickson. 197 pp. Price, 50 cents. The Macmillan Company.

Handbook of Best Readings. Edited by S. H. Clark. 561 pp. \$1.50 net. Chas Scribner's Sons, New York.

Studies in United States History, by Sara M. Riggs. 173 pp. Price, 60 cents. Ginn & Co.

Spanish and English Conversation, by Aida E. Pinney. First Book, 200 pp. Price, 60 cents. Ginn & Company.

Essentials of Arithmetic, by David M. Senenig and Robt. F. Anderson. 344 pp. Price, 60 cents. Silver, Burdett & Co.

Introductory Standard Dictionary. 480 pp. 60 cents. Funk & Wagnalls Co.

Sketches of Great Painters, by Coloma M. Dallin. 305 pp. 90 cents. Silver, Burdett & Co.

Mon Oncle et Mon Cure, by Jean de la Brete. 222 pp. 50 cents. American Book Company.

Advanced French Prose Composition, by Victor E. Francis. 292 pp. 80 cents. American Book Company.

Graded Classics—Third Reader, by M. W. Haliburton and F. T. Norvell. 224 pp. 40 cents. B. F. Johnson Pub. Co., Richmond, Va.

Talks to Students on the Art of Study, by Frank Cramer. 309 pp. Price, \$1.00. The Hoffman-Edwards Co., San Francisco.

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